

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Improve service to students through reorg. of staff to decrease specialization & enable several staff members to assist students with most issues at the point of inquiry; increased student satisfaction for services provided should result.	Banner data using Argos reporting tool; analyze data at beginning of year compared to end of year.	SLO2, SLO3, SLO4
Outcome 2: Students will remain on probation for fewer terms by earning higher grades and fewer marks of W.	Using Banner data for students on prob Spr 08, track # of terms on prob; compare following yrs.	SLO2, SLO3, SLO4
Outcome 3: Decrease # of times students seek to repeat courses in which they have earned substandard grades with help of counselors in repeat petitioning process.	Statistical analysis comparing # of petitions received in same term in subsequent years.	SLO2, SLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Admissions and Records Outcomes Date: 8/20/09</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Kathie Westerfield, Associate Dean for Admissions and Records Gloria Carmona, Director of Admissions and Records Frances Beope, Lead District Counselor</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Reorganization of staff became effective July 1, 2008 and all non-scientific implications are much improved customer service. Unable to utilize Argos reporting tool due to time constraints of IT staff, so no statistical data was able to be collected this first year.</p> <p>Outcome 2: We were unable to complete programming of academic standing in Banner. Additional training was received from SunGard consultant in late April, 2009. Analysis of this SLO must be delayed until a future cycle.</p> <p>Outcome 3: The repeat petitioning process was assumed by counselors beginning with Fall Semester, 2008. A statistical analysis comparing each like term in the previous year was completed: Fall 2007 to Fall 2008, Winter 2008 to Winter 2009, Spring 2008 to Spring 2009, and Summer 2008 to Summer 2009. The number of students who earned C grades or higher in courses they were approved to repeat after previously earning 2 substandard grades were analyzed. All grades earned including letter grades A – F, I and W were included. Percentage earning C grades or higher in Fall 2007 = 63%; in Fall 2008 = 64%. Percentage earning C grades or higher in Wtr 2008 = 89%; in Wtr 2009 = 67%. Percentage earning C grades or higher in Spr 2008 = 54%; in Spr 2009 = 62%. Percentage earning C grades or higher in Sum 2008 = 82%; in Sum 2009 = 70%.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>All results will be shared with counselors and analyzed whether counseling approaches or procedures should be changed. In Fall and Spring terms, the counseling approach resulted in increases in the percentage of students earning C grades or higher; in the shorter Winter and Summer intersessions the opposite results were realized.</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If</p>	<p>We were not able to implement our plans for SLO #1 and #2. They will be reviewed together with Program Review for the upcoming year to determine if they should be implemented in the future, modified, or eliminated.</p>

so, how?	
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	The Admissions & Records SLOs were developed prior to having the tools to fully implement. For #1 and #2, we were constrained by not having technological skills, tools, and trained staff necessary to evaluate and or implement. This was a good learning experience and the knowledge gained will be useful in developing and assessing SLOs in the future.

The ASSESSMENT CYCLE: Closing the Assessment Loop

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1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

IMPERIAL VALLEY COLLEGE - Office of Admissions and Records
COMPARISON OF REPEATS OF SUBSTANDARD GRADES FOR SLO EVALUATION
Spring and Summer Terms Comparisons

	Spring 2008	% of Total # Courses or Grades	Spring 2009	% of Total # Courses or Grades	Difference in #s or %	% Change in #s
# Courses	126		128		2	1.6%
# Approved	94	74.6%	128	100.0%	34	36.2%
# Denied	26	20.6%	0	0.0%	-26	-100.0%
# Delayed Pending Assessment Scores	7	5.6%	0	0.0%	-7	-100.0%
#Unnecessary Petitions	1	0.8%	0	0.0%	-1	-100.0%
#Incomplete Petitions	0	0.0%	0	0.0%	0	
Total %		101.6%		100.0%	0	
Grades Earned						
A	4	4.3%	8	6.3%	2.0%	
B	11	11.7%	20	15.6%	3.9%	
C	22	23.4%	40	31.3%	7.8%	
D	11	11.7%	13	10.2%	-1.5%	
F	8	8.5%	12	9.4%	0.9%	
W	13	13.8%	16	12.5%	-1.3%	
I	0	0.0%	1	0.8%	0.8%	
# Grades Earned	69		110			
# Grades C or Higher	37		68			
%of Grades C or Higher	53.6%		61.8%			
DT: Didn't Take	25	26.6%	18	14.1%	-12.5%	
Total	94	100.0%	128	100.0%		

	Summer 2008	% of Total # Courses or Grades	Summer 2009	% of Total # Courses or Grades	Difference in #s or %	% Change in #s
# Courses	51		34		-17	-33.3%
# Approved	36	70.6%	34	100.0%	-2	-5.6%
# Denied	14	27.5%	0	0.0%	-14	-100.0%
# Delayed Pending Assessment Scores	1	2.0%	0	0.0%	-1	-100.0%
#Unnecessary Petitions	0	0.0%	0	0.0%	0	
#Incomplete Petitions	0	0.0%	0	0.0%	0	
Total %		100.0%		100.0%	0	
Grades Earned						
A	4	11.1%	5	14.7%	3.6%	
B	7	19.4%	6	17.6%	-1.8%	
C	12	33.3%	8	23.5%	-9.8%	
D	4	11.1%	2	5.9%	-5.2%	
F	0	0.0%	4	11.8%	11.8%	
W	1	2.8%	2	5.9%	3.1%	
I	0	0.0%	0	0.0%	0.0%	
# Grades Earned	28		27			
# Grades C or Higher	23		19			
%of Grades C or Higher	82.1%		70.4%			
DT: Didn't Take	8	22.2%	7	20.6%	-1.6%	
Total	36	100.0%	34	100.0%		

IMPERIAL VALLEY COLLEGE Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Alcohol and Drug Studies	Alcohol and Drug Studies

Does course satisfy a community college GE requirement(s)? Yes No N/A
If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify and describe symptoms of Post Acute With-drawl Syndrome and effects on the family.	Exam	ISLO1, ISLO2
Develop and lead a family recovery group. Identify resources and make referrals.	Oral rubric	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: ADS 200 Date: May 27, 2009
2. People involved in summarizing and evaluating data	Robin Staton and Elizabeth Tolegian
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: 95% of students completed task successfully. 10% of those students excelled in all areas. 75% scored above average, and 15% needed additional instructional and help.</p> <p>Outcome 2: Development of the group, personal self disclosure examples, willingness to participate, and ability to empathize were demonstrated by 95% percent of the students.</p> <p>Outcome 3: Ability to stay focused and be assertive was 80% successful.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<ol style="list-style-type: none"> 1. Provide the opportunity for interested students to have a practice session before the actual group activity. 2. Demonstrate addition methods for keeping group participants on task. <p>**Will this include a change to the curriculum (i.e. course outline)? <u>No</u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	No
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	The SLO's are helping me fine tune my teaching.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
AJ (A.S.)	AJ

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input checked="" type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Identify the objectives of the justice system, and the role expectations of criminal justice personnel	Examination	ISLO1, ISLO4
Outcome 2: Describe the laws of arrest and arrestable offenses involving misdemeanor and felony crimes	Examination	ISLO1, ISLO2, ISLO4
Outcome 3: Identify the roles, history and organization of police in the U.S. and their British roots.	Examination	ISLO1, ISLO2, ISLO5
Outcome 4: Identify the causes of crime and victimization theories and patterns. Compare and contrast various systems for measuring and reporting crime in the U.S.	Examination	ISLO1, ISLO2, ISLO4

completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

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The ASSESSMENT CYCLE: Closing the Assessment Loop

1. Course Number & Date of Assessment Cycle Completion	Course: AJ 100 Date: 06/29/2009
2. People involved in summarizing and evaluating data	Bruce Marcuson, Katherine Rodriguez, Armando Mendez, Antonio Monge
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: Mid-Term Exam 70% pass rate Outcome 2: Final Exam 80% pass rate
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	None planned at this time. Indications in the scores on the final exam indicate no changes necessary at this time. **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Yes. Process effective No. No changes necessary
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

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1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Administration of Justice (A.S.)	AJ & CSI 102
Correctional Science (A.S.)	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Identify the historical sources of United States criminal laws.	Examination	ISLO1, ISLO2, ISLO5
Outcome 2: Demonstrate knowledge of the United States Constitution and other key documents of the criminal justice system.	Examination	ISLO2, ISLO3
Outcome 3: Analyze and explain criminal appellate cases.	Case study paper	ISLO4
Outcome 4: Compare and contrast the classifications of criminal law	Examination	ISLO2

completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

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1. Course Number & Date of Assessment Cycle Completion	Course: AJ & CSI 102 Date: 06/29/2009
2. People involved in summarizing and evaluating data	Jack Staton, course instructor; Robin Staton, Professor of Psychology; Gary Rodgers, Professor of Sociology.
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: Relied on test scores for the class and case study grades. Outcome 2: Outcome 3:
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	English writing skills were woefully poor. I will stress the need for proper grammar, spelling, and punctuation. I will require a rough draft before submission of the final case study. **Will this include a change to the curriculum (i.e. course outline)? <u>NO</u>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<p style="text-align: right;">7/8/2009 1:14 PM</p>

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
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Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Administration of Justice (A.S.)	Administration of Justice

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
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|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Describe the historical development and the constitutionality of the rules of evidence and how it ties into the criminal justice system.	Examination	ISLO1, ISLO2, ISLO4
Outcome 2: Explain and identify the procedural rules and constitutional arrest, search and seizure.	Examination	ISLO1, ISLO2, ISLO4
Outcome 3: Define hearsay, rule of admissibility, and understand the exceptions to the Hearsay Rule.	Examination	ISLO02, ISLO3
Outcome 3: Critique and argue different requirements and responsibility of law and expert witness and how it differentiates from other legal systems in the world.	Examination	ISLO2, ISLO5

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The ASSESSMENT CYCLE: Closing the Assessment Loop

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1. Course Number & Date of Assessment Cycle Completion	Course: AJ 104 Legal Aspects of Evidence Date: 06/29/09
2. People involved in summarizing and evaluating data	Bruce Marcuson
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: Midterm had a 40% pass rate Outcome 2: Final exam pass rate increased to 70% Time spent reviewing final exam material was increased significantly. Outcome 3:
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	No changes needed. Increase in time spent on review seems to have had a positive impact. **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Yes. Process effective. No. No change required.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
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3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer "Yes" or "No" to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year's syllabus.
6. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Administration of Justice

Course Number/Title or Program Title: AJ 106 Principles and Procedures of the Justice System

Contact Person/Others Involved in Process: Lead: Jesus Serrano Others: Kathy Rodriguez

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Administration of Justice (A.S.)	Administration of Justice

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool <small>(e.g., exam, rubric, portfolio)</small>	Institutional Outcome* <small>(e.g., ISLO1, ISLO2)</small>
Example: Identify, create, critique, and refute oral and written arguments.	Debate rubric	ISLO1, ISLO2
Identify and distinguish the requirements of lawful arrest and applicable procedures for both misdemeanor and felony crimes.	Examination	ISLO1, ISLO2, ISLO4
Create table of court procedure understanding the different phases of the court system when a crime is being charged.	Class presentation as a group on the court system and its value to the administration of justice on presentation will be on power point.	ISLO2, ISLO3
Explain the historical development of law and establishment of the American Criminal Justice System and demonstrate an understanding of the Constitutional rights and due process afforded by the U.S. Constitution	Term paper	ISLO4, ISLO5,
Identify and explain the role of a judge, attorneys, and other participants in the trial setting to include the importance court procedure and integrity	Examination.	ISLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

6.29.2009

SLO Committee Rep./ Date:

Closing the Assessment Loop

1. Course Number	AJ 106
2. People involved in summarizing and evaluating data	Lead: Jesus Serrano Others: Kathy Rodriguez
3. Data Results Briefly summarize the results of the data you collected.	82% of the students successfully understand the role of the people in the American democracy. 97% of the students feel that the course helped them to better understand the roles Principles and Procedures of the Justice System. Pre/Post Survey results confirm a positive shift in student understanding and attitudes regarding procedures of the Justice System. These results support a finding that the Spring 2009 AJ 106 courses successfully met the stated course Student Learning Objectives.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	It is questioned whether our assessed SLO is actually an SLO or a course goal/objective. During the Fall 2009 semester, all faculty will duplicate the SLO assessment process used during Spring 2009. At the end of Fall 2009, the faculty will meet to discuss the findings and develop a plan for the 2009-2010 academic year. This plan will include the development of additional SLO's and assessments, review and possible revision of the course outline, and development of a syllabus template for AJ 106 faculty. **Will this include a change to the curriculum (i.e. course outline)? No
5. Next Year (Optional) Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The Spring 2009 process was very effective. It gave us some experience with SLO's and the data results were encouraging. As stated in item 4 above, we may change the outcome/assessment for 2009-2010. We are testing different approaches during Fall 2009 which will give us more information to assess as we continue this process.
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	It was exciting to see statistical data that verified student learning and attainment of Student Learning Objectives. The only down side of this process is that it is very time consuming. It is hoped that, as a viable system is developed, less time will be required for maintenance of the ongoing implementation of cycles.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Administration of Justice (A.S.)	Administration of Justice

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Compare past and present law enforcement methods within the community to show the need for police community relations training.	Examination	ISLO1, ISLO2, ISLO4
Outcome 2: Analyze and apply the issues of ethics and professionalism in law enforcement.	Examination	ISLO3
Outcome 3: Examine changes in California demographics; relate the implications to those changes on public safety professions.	Examination	ISLO1, ISLO2
Outcome 4: Analyze the effects of different languages and dialects on communication in stressful situations and cultural diversity. Employ interpersonal communications skills	Examination	ISLO5, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: AJ 110 Date: 06/29/2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Antonio Monge</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Midterm Exam 70% pass rate</p> <p>Outcome 2: Final Exam 80% pass rate</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Will replace quizzes during semester</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>Yes</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Administration of Justice (A.S.)	Correctional Science Certificate
Correctional Science Major	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Differentiate among types of report writing formats needed to develop a criminal case for preparation in court. Identify the importance and value of detail and effective report writing; important to field note taking techniques and interviewing versus interrogation skills in the Administration of Justice	Prepare written and oral examinations on police report writing	ISLO1, ISLO2, ISLO3
Outcome 2: Define various legal terms used in police report writing. Apply the ABC's or writing accuracy, brevity, completeness by organizing sentences in a sequential order. Student should be proficient in English structure and numerous code adaptations in order to relate to proper police terminology when report writing and be able to relate criminal codes which need to distinguish the corpus delicti and fiction.	Group or individual presentations, final written report as it relates to the Criminal Justice System and its various uses of written report writing in law enforcement, to include the individuals responsibility	ISLO1, ISLO2, ISLO3, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills;

1. Course Number & Date of Assessment Cycle Completion	Course: AJ 120 Date:
2. People involved in summarizing and evaluating data	Mike Capeci and Mike Singh
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: By applying pertinent information from the assigned book "For The Record", 6 th edition classroom studies and related assignments as a quiz consumption coupled with video (law enforcement response/documentation of a given crime, the individual student can be made aware of proper observation retention and analysis procedures. Instructors are then motivated to produce innovated teaching techniques.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Both instructors are of the opinion that students who enroll in AJ 120 should be able to read, write, understand, comprehend law enforcement terminology and be English structure proficiency prior to enrolling in the course. More hands on criminal response incidents should be added (on campus) simulations, so that students can readily observe, analyze and interview reporting parties, victims, suspects and witnesses in a chronological manner.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Students enrolled in this course should be able to have at hand, proper tools that are needed for this task. Case in point, laptop computers that assimilate patrol unit models for instant report writing (in the field), reducing: A. loss of pertinent information, focusing upon field note obtainment. B. Overtime monies, due to completing field reports at other times/locations. C. Time and motion (no more stalking calls)
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	It is suggested the students have the availability to quickly be able to access pertinent information such as: A. Supreme Court decisions (main campus library needs update) B. Comprehensive and updated training film/videos regarding current issues. C. Professional Law Enforcement lecturers who volunteer their respective expertise in given subjects. D. A ride-a-long program could be implemented for cause and effect.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer "Yes" or "No" to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year's syllabus.
6. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Administration of Justice (A.S.)	Administration of Justice

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool <small>(e.g., exam, rubric, portfolio)</small>	Institutional Outcome* <small>(e.g., ISLO1, ISLO2)</small>
Example: Identify, create, critique, and refute oral and written arguments.	Debate rubric	ISLO1, ISLO2
Explain the evolution of criminal investigations and criminalization.	Examination	ISLO1, ISLO2, ISLO3, ISLO4
Demonstrate knowledge and abilities to gather note and compile information to assist in a criminal investigation.	Report	ISLO2, ISLO3
Identify key elements of preservation of evidence identification of evidence and recreation of crime scene. Understand the chain of custody.	Through case studies, role play demonstrating the ability to exercise and investigate a crime scene.	ISLO2, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number	AJ 122
2. People involved in summarizing and evaluating data	Jeff Mason
3. Data Results Briefly summarize the results of the data you collected.	SLO 3 – Report: The vast majority of students did above average in this exercise. Unfortunately a few “got lost” in the process and their work product was exceedingly poor. Their ability to collect information, maintain and organize their notes and then produce a report based upon those notes lacked greatly. The few who did poorly did not have much command of spoken and written English.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	I'll offer more instruction in basic note taking and organization. Although I spent a number of classroom hours going over the same materials, that wasn't enough to help everyone. I may enlist a volunteer student who is fluent in English and Spanish to offer assistance to those other students who feel they may need it. I feel this is contrary to the learning environment, but since there are no prerequisites for this course I see few other options. **Will this include a change to the curriculum (i.e. course outline)? <u> No </u>
5. Next Year (Optional) Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encouraged to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data (full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer "Yes" or "No" to the curriculum question – no explanations required but please answer the question.

5. This is optional but may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to have SLO(s) completed early and included on next year's syllabus.
6. This is another optional question. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Administration of Justice (A.S.)	Administration of Justice

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Examine the development of America's Juvenile system from its inception to the present. Compare to another juvenile system around the world and how much effective that system is compare to that of the U.S.	Examination	ISLO1, ISLO2, ISLO5
Outcome 2: Categorize current juvenile problems and explain the juvenile system response to each the problems.	Examination	ISLO2, ISLO4
Outcome 3: Describe various crimes committed by and against juveniles	Oral presentation identifying these components from the text, lecture and current events	ISLO2, ISLO4
Outcome 4: Explain how specific laws regulate the investigation, arrest, detention, and disposition of juvenile offender and victims. Identify how the juvenile offender is processed through the juvenile system.	Examination	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number & Date of Assessment Cycle Completion	Course: AJ 123 Juvenile Control Date: 06/29/2009
2. People involved in summarizing and evaluating data	Bruce Marcuson
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: Midterm 55% pass rate Outcome 2: Final 87% pass rate. Increase time spent on reviewing for the Final Exam Outcome 3:
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	No changes needed. Increase review time seems to have worked. **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Yes. Process effective. No. No change required.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	7/1/2009 10:03 AM

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Anthropology	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Identify different evolutionary theories as proposed by Charles Darwin, Comte De Buffon, J.B. Lamarck	Exam, Portfolio	SLO 1
Outcome 2: Examine and demonstrate simple Mendelian Inheritance Rules and how it applies to human health issues	Exam, Portfolio	SLO 2, SLO 3
Outcome 3: Gain knowledge of genetic and biological diversity of humankind	Exam, Portfolio	SLO 5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

<p>. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Anthropology 100-----Physical Anthropology Date: March 13, 2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Lead: Manfred Knaak. Other attendants during conference session: Gary Rodgers, Bruce Marcuson, Bruce Seivertson, Leticia Petty, Martha Garcia</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: [SLO1]. Students gained a better comprehension and communicated more effectively the different historical approaches to the study of evolution by natural selection by comparing and contrasting Charles Darwin and Jean B. Lamarck.</p> <p>Outcome 2: [SLO2]. Students were able to demonstrate and critically analyze how simple Mendelian Inheritance Rules operate through success generations by doing Punnett Square exercises.</p> <p>Outcome 3: [SLO 5]. Studying genetic and biological diversity students gained knowledge of the global diversity of humankind.</p>
<p>4. Course / Program improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>I plan no change in course curriculum or course outline. The statistical analysis per exam [see attached statistical analysis] of the various chapters provided me with enough insight to spend more time on chapters that were more difficult to comprehend by students.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The Fall 2008 was successful and informative in comparing the Tests/ Portfolio results of the three different classes. It showed that that out of 116 students 81% received a passing grade. I shall use the same outcome/assessment procedure for next year's cycle to compare and contrast Fall 2008 results with Fall 2009 results.</p> <p>One additional strategy I plan on using is to introduce students earlier in the semester to fossil casts. With additional funds for more fossil casts and other skeletal material to demonstrate morphological differences and similarities students will gain even more of an understanding of primate evolution.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>The statistical work, even though lengthy and time consuming, proved to be informative as to the performance of students on the different topics covered during lectures and text book reading and to the level of difficulties in the student's comprehension.</p> <p style="text-align: right;">3/13/2009 3:26 PM</p>

Anthropology Department
Assistant Professor, Manfred Knaak

Student Learning Outcome –Core Grid

Upon completion of Imperial Valley College’s general education program, or when receiving an AA degree in Anthropology, as student will demonstrate competency in the following areas:

1. Communication Skills – SLO 1
2. Critical Thinking Skills – SLO 2
3. Personal Responsibility – SLO 3
4. Information Literacy— SLO 4
5. Global Awareness – SLO 5

The Anthropology Department will provide the following opportunities for students to develop their competencies in the above institutional learning outcomes:

Course #	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Anth 100	X	X	X	X	X
Anth 102	X	X	X	X	X
Anth 104	X	X	X	X	X
Anth 106	X	X	X	X	X
Anth 108	X	X	X	X	X
Anth 120	X	X	X	X	X

For Fall Semester 2008 in Physical Anthropology, the following SLO’s are assessed:

SLO 1—Communication Skills

Students shall demonstrate verbally as well as in writing on specific topics the history of human evolution based on science, the fossil record, including biological and genetic diversity, principles of Mendelian inheritance traits, and basic terminology of the human skeleton.

Assignments

- .Textbook readings
- . Lectures
- . Portfolio [10 exercises]
- .Research assignment

Assessments

- .Exams
- .Portfolio

SLO 2—Critical Thinking Skills

Students shall demonstrate basic knowledge of the history of human evolution based on science, the fossil record, including biological and genetic diversity, principles of Mendelian inheritance traits, and basic terminology of the human skeleton.

Assignments

- .Textbook readings
- .Lectures
- .Portfolio [10 exercises]
- .Research assignments

Assessments

- .Exams
- .Portfolio

SLO 3—Personal Responsibility

Students adhere to professional conduct towards other students and the instructor; complete all assignments by due date

Assignments

- .Students attend class
- .Students complete assignments as required
- .Classroom policies/professional conduct

Assessments

- .Attendance record
- .Classroom policies/ professional conduct
- .Complete assignments by due date
- .Complete all assignments for Final Grade

SLO 5—Global Awareness

Students shall demonstrate basic knowledge of global biological and genetic diversity and adaptation to various environments.

Assignments

- .Textbook readings
- .Lectures
- .Portfolio exercises

Assessments

- .Exams
- .Portfolio

General Summary and Observations

Graphs:

Graphs are used to demonstrate grade distribution of exams, portfolios, and final grades per class. A summation of final grades and portfolios for all three physical anthropology classes is included.

The purpose of graphs is to ascertain:

1. How students responded to each exam, i.e., grade distribution.
2. Measuring a certain difficulty of subjects tested, i.e., chapters per exam.
3. Most importantly, graphs seem to provide some measure how well students responded at exams and to the portfolio questions, and what changes in lectures, exams, studying practices, and group exercises, can be made by the instructor so students can succeed in the subject of physical anthropology.

Interpreting graphs:

Exams show considerable fluctuation in grade distribution. However, Friday morning class [smallest class with 28 students], has the best overall grade distribution. High numbers of D's and F's in exams #1, and #2, is less in the final exam and we see more of an even distribution of grades, except in Friday class, where A,B, and C, are equally distributed.

As with most statistical analysis there are many ways to read why some students responded better on the exams and portfolio then others. Certainly minimal preparation prior to taking the exam by some students can be assumed, having no textbook to prepare for the exams can be another conjecture, and ESL could have also contributed for not doing as well as hoped for.

Students had the opportunity to have study guides and notes during the exams:

1. Students without a textbook still had an even chance to do well by having notes and study guides
2. ESL students had a ready reference during the exam period thereby minimizing language difficulties of subjects studies and tested.

Final distribution of grades [A to F] of 116 students do show a very positive picture: 81% received a passing grade, whereas 19% did not receive a passing grade.

Grade A	20%
Grade B	29%
Grade C	32%
Grade D	12%
Grade F	7%

The portfolio consisted of 10 exercises where students could demonstrate their basic knowledge in physical anthropology and at the same time the portfolio was used to assess Institutional Learning Outcome for:

SLO 1-Communication Skills

SLO 2-Critical Thinking Skills

SLO 3-Personal Responsibility

SLO 5-Global Awareness

The 10 exercises were divided into:

a. SLO 1-Communication Skills and b. SLO 2-Critical Thinking Skills

1. What impact did Copernicus heliocentric thesis have on European society: a. religious, b. social, c. scientific
2. "How did the giraffe get its long neck." Compare and contrast theories of: a. Charles Darwin and b. Jean Baptist Lamarck
3. List the four factors in Adaptive Radiation and explain the different beak size and ecological adaptation of: a. *Camarhynchus heliobates*, and b. *Geospiza magnirostris*
4. Define the study of taphonomy and make up a geological time scale
5. Punnett Square: Fill in 16 squares of a guinea pig dihybrid
6. List the taxonomic classification of Homo sapiens
7. Identify anatomical terms of the human skeleton [color the skull]

b. SLO 5-Global Awareness

1. Fill in blanks of Early Hominins
2. Comparison of skulls: a. Homo erectus and b. Homo sapiens
3. Arrange 10 fossils in a chronological order with geologic time scale

c. SLO 3-Personal Responsibility:

1. Attendance Record
2. Complete assignments by due date

Assessment

Assessments of SLO 1, SLO 2, and SLO 5, are combined and are represented by graphs. The grade distribution shows that Friday morning class did better on the portfolio than the Tuesday/Thursday classes.

Out of 117 students, 107 turned in their portfolio. The grade distribution is as follows:

1. Friday Class: 24 students received a passing grade, 3 students did not
2. Tues/Thurs Class 8:35: 40 students passed, 8 students did not
3. Tues/Thurs Class 10:15: 43 students passed, 10 students did not

Assessment continued:

Portfolio:

page 5

Students had 2 ½ months to complete the various exercises.

Reasons for some students not getting a passing grade on the portfolio are:

1. Not completing all 10 exercises for the portfolio
2. Partial completion of exercises for the portfolio
3. Students not taking enough time to produce a college-level portfolio:
 - a. non-adherence to required format
 - b. accuracy of the exercise
 - c. overall presentation and neatness of portfolio

Assessment SLO 3 :

1. Out of 117 students, 107 turned in their portfolio
2. Attendance throughout the semester for all classes varied from 93% to 98%.

Change for Future Exams and Portfolio

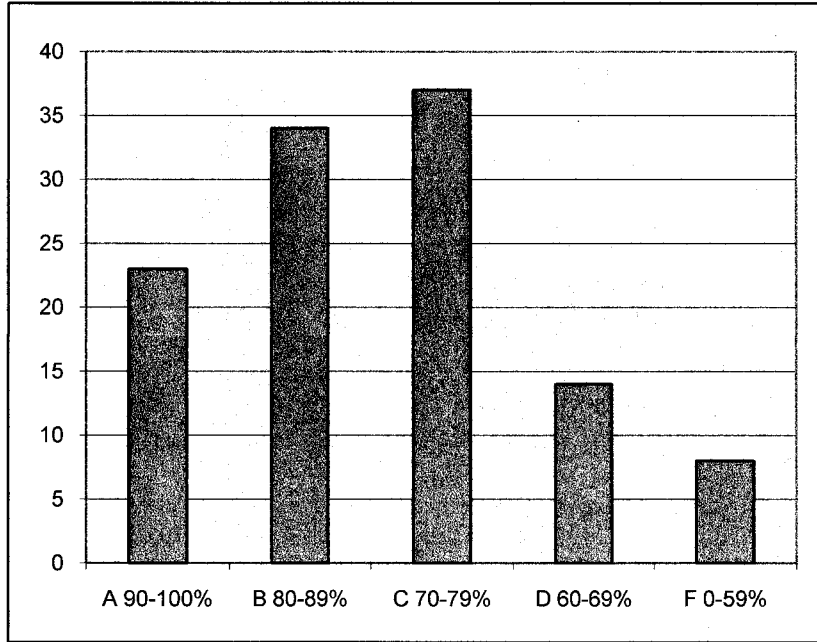
Analyzing the exams and the portfolios possible future changes can be made to enhance students success in achieving a passing grade in physical anthropology:

- a. spend more class room time on the more difficult chapters as noticed in Exam #2.
- b. have more group exercises in class/discussion/questions/homework
- c. change some exercise related to SLO 1 and SLO 2.

Summary Grades: 116 Students

A 90-100%	23
B 80-89%	34
C 70-79%	37
D 60-69%	14
F 0-59%	8

**Physical Anthropology, Fall 2008
Summary of all Classes**



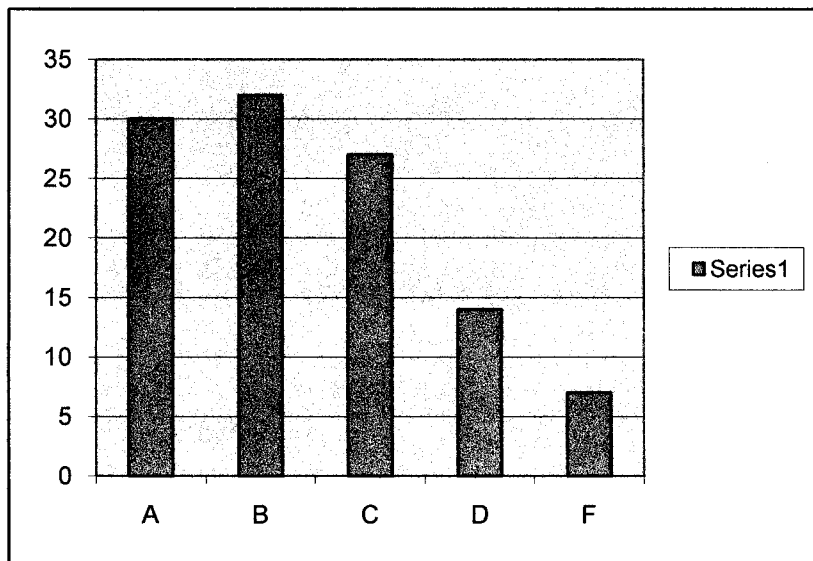
Percentile per grade

A-----	20%
B-----	29%
C-----	32%
D-----	12%
F-----	07%
Total	100%

Physical Anthropology-Fall 2008
Summary of grades for Portfolio-all classes-

A	30
B	32
C	27
D	14
F	7

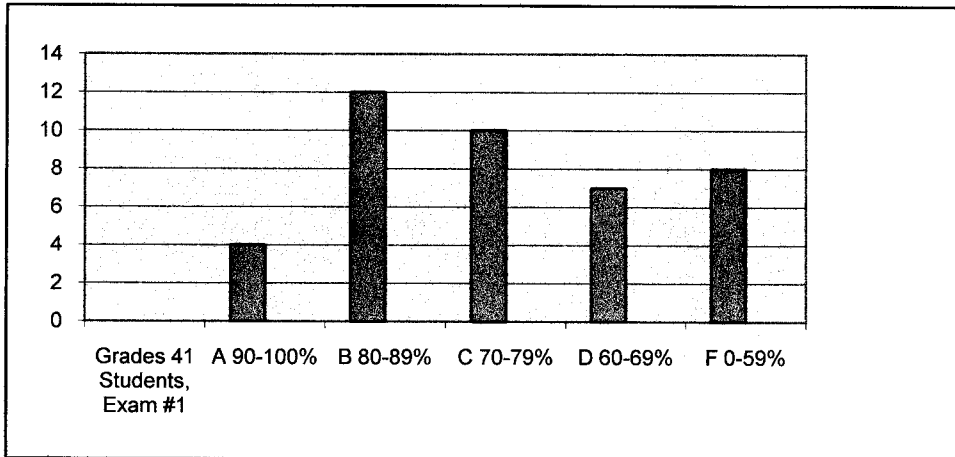
Portfolio [110] Summary of Physical Anthropology-Fall 2008



**Physical Anthropology, Fall 2008,
Tuesday and Thursday 8:35 AM**

Grades 41 Students, Exam #1

A 90-100%	4
B 80-89%	12
C 70-79%	10
D 60-69%	7
F 0-59%	8

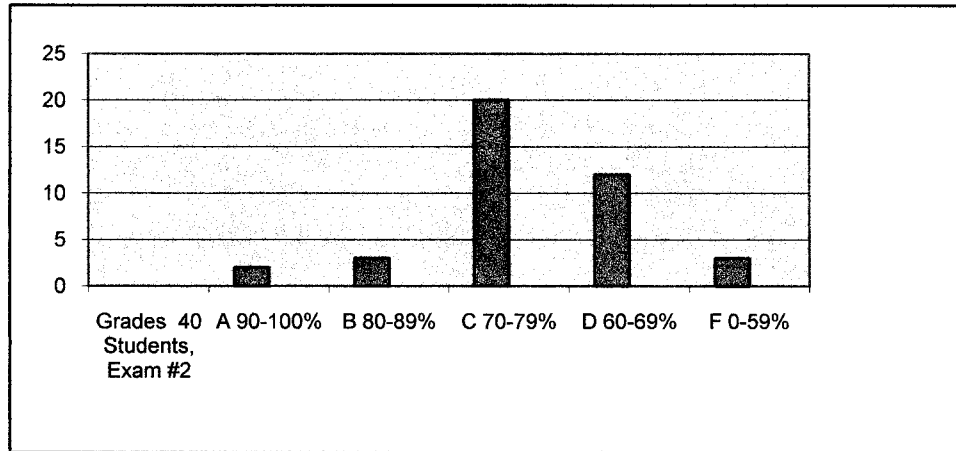


- Chapter 1, investigating the Nature of Humankind
- Chapter 6, People's Place in Nature
- Chapter 8, Comparative Studies: Anatomy and Genetics
- Chapter 2, The Study of Heredity

**Physical Anthropology, Fall 2008,
Tuesday and Thursday 8:35 AM**

Grades 40 Students, Exam #2

A 90-100%	2
B 80-89%	3
C 70-79%	20
D 60-69%	12
F 0-59%	3



Chapter 3, The Modern Study of Human Genetics

Chapter 4, Population Genetics

Chapter 5, Natural Selection and the the Origin of Species

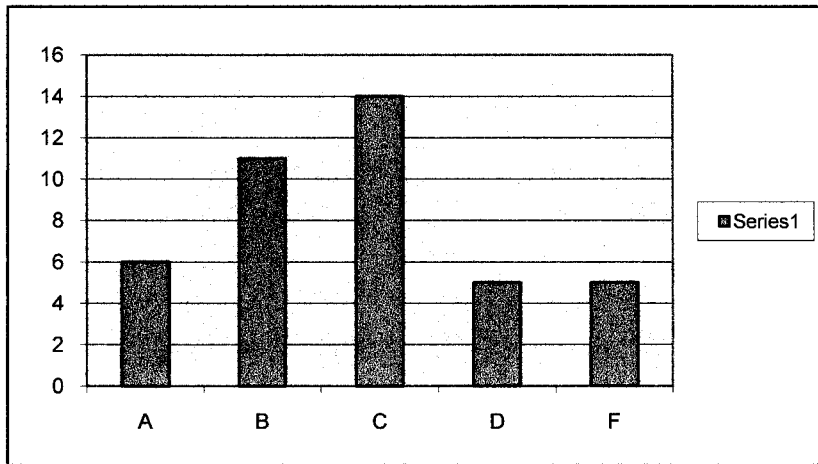
Chapter 11, The Record of the Past

Chapter 12, The Early Primate Fossil Record and the Origins of Hominins

Final Grades-41 Students

A	6
B	11
C	14
D	5
F	5

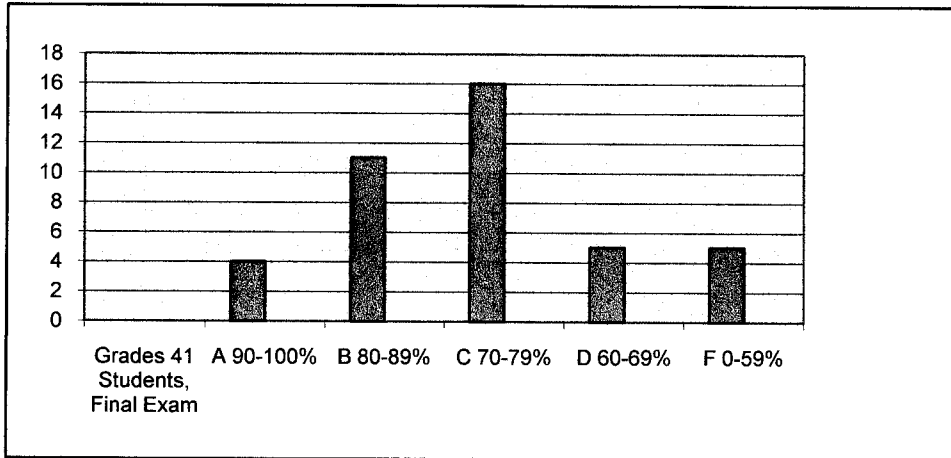
**Physical Anthropology, Fall 2008
Tuesday/Thursday 8:35 AM**



**Physical Anthropology, Fall 2008,
Tuesday and Thursday 8:35 AM**

Grades 41 Students, Final Exam

A 90-100%	4
B 80-89%	11
C 70-79%	16
D 60-69%	5
F 0-59%	5

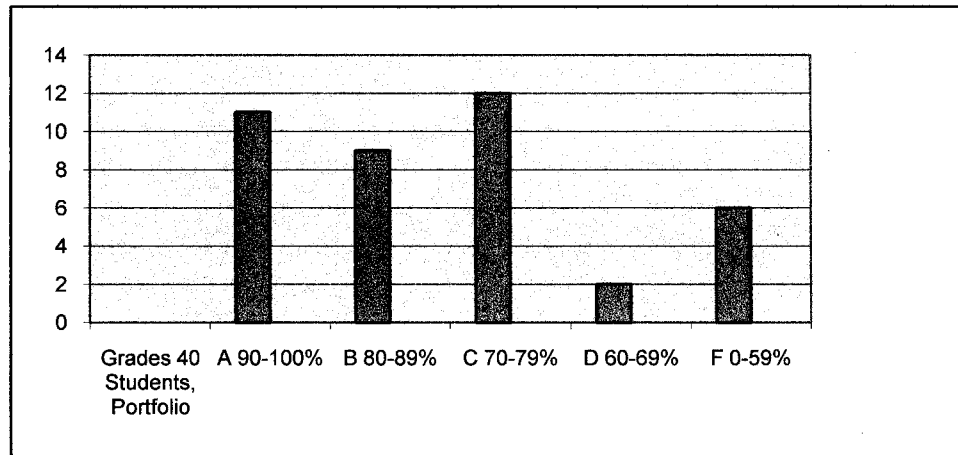


- Chapter 13, The Early Hominins
- Chapter 14, Early Species of the Genus Homo
- Chapter 15, The Evolution of Homo sapiens
- Chapter 16, The Biology of Modern Homo sapiens
- Chapter 17, The Analysis of Human Variation

**Physical Anthropology, Fall 2008,
Tuesday and Thursday 8:35 AM**

Grades 40 Students, Portfolio

A 90-100%	11
B 80-89%	9
C 70-79%	12
D 60-69%	2
F 0-59%	6



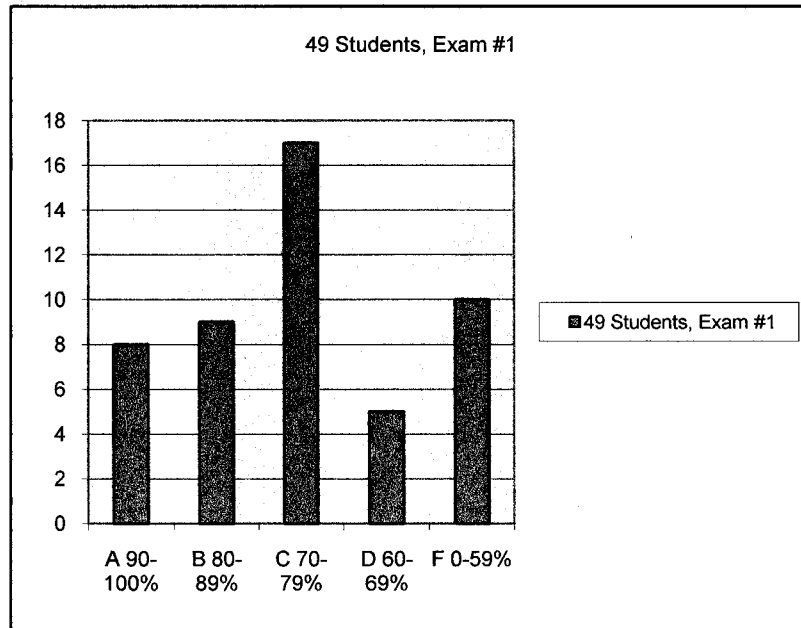
10 Portfolio Exercises:

- [1] What impact did Copernicus heliocentric thesis have on European society:
religious, social, and scientific
- [2] "How did the giraffe got its long neck." Compare and contrast theories of
a. Charles Darwin and b. Jean Baptist Lamarck
- [3] List the taxonomic classification of Homo sapiens
- [4] Identify anatomical terms of the human skull and color each individual bone.
- [5] Punnett Square: Fill in the 16 squares of the guinea pig dihybrid
- [6] List the four factors in Adaptive Radiation and explain the different beak sizes of:
a. Camarhynchus heliobates with that of b. Geospiza magnirostris
- [7] Define the study of taphonomy and make up a geologic time scale
- [8] Fill in blanks of Early Hominins
- [9] Comparison of skulls of a. Homo erectus and b. Homo sapiens
- [10] Arrange 10 fossils in a chronological order with the geologic time sacle

Grades 49 Students, Exam #1

A 90-100%	8
B 80-89%	9
C 70-79%	17
D 60-69%	5
F 0-59%	10

**Physical Anthropology , Fall 2008
Tuesday/Thursday Class 10:15**



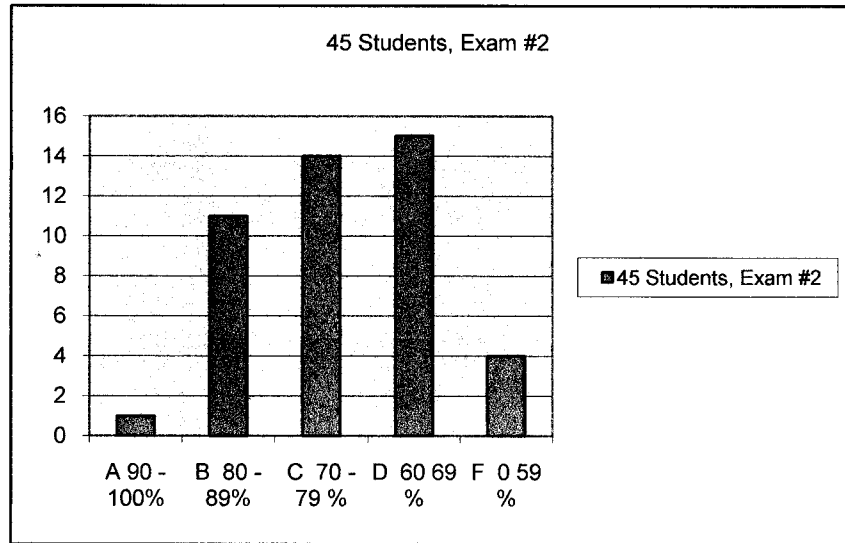
- Chapter 1, Investigating the Nature of Humankind
- Chapter 6, People's Place in Nature
- Chapter 8, Comparative Studies: Anatomy and Genetics
- Chapter 2, The Study of Heredity

Grades

45 Students, Exam #2

A 90 - 100%	1
B 80 - 89%	11
C 70 - 79 %	14
D 60 69 %	15
F 0 59 %	4

**Physical Anthropology, Fall 2008
Tuesday/Thursday Class 10:15 AM**

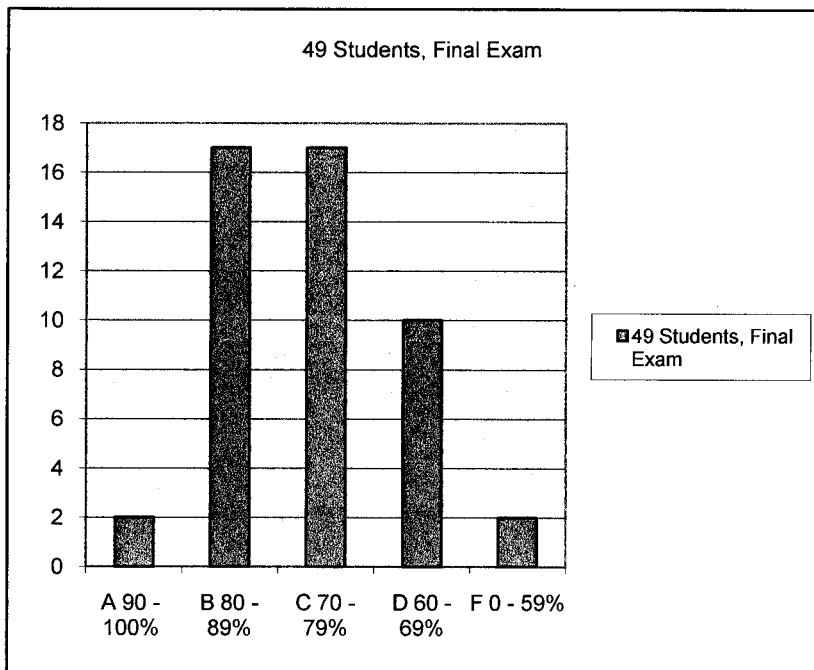


- Chapter 3, The Modern Study of Human Genetics
- Chapter 4, Population Genetics People's Place in Nature
- Chapter 5, Natural Selection and the Origin of Species
- Chapter 11, The Record of the Past The Study of Heredity
- Chapter 12, The Early Primate Fossil Record and the Origins of Hominins

Grades 49 Students, Final Exam

A 90 - 100%	2
B 80 - 89%	17
C 70 - 79%	17
D 60 - 69%	10
F 0 - 59%	2

**Physical Anthropology, Fall 2008
Tuesday/Thursday Class 10:15AM**

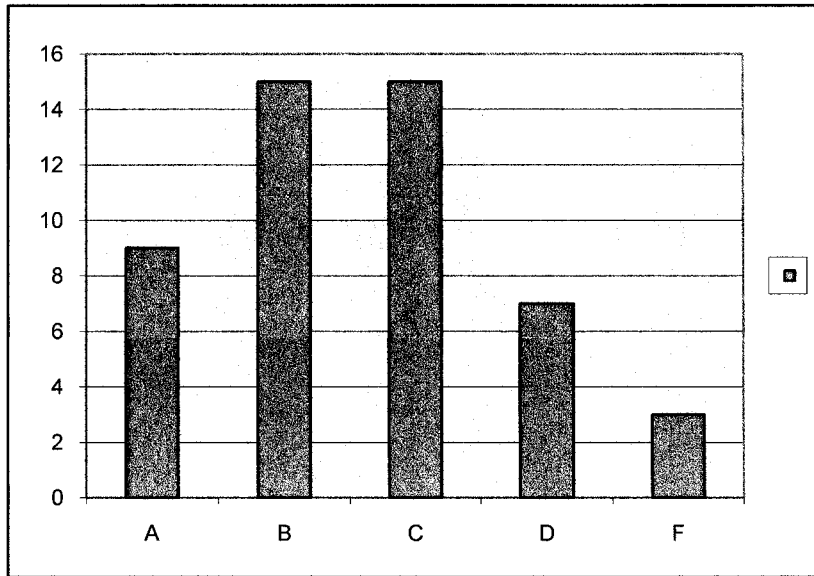


- Chapter 13, The Early Hominins
- Chapter 14, Early Species of the Genus Homo
- Chapter 15, The Evolution of Homo sapiens
- Chapter 16, The Biology of Modern Homo sapiens
- Chapter 17, The Analysis of Human Variation

Final Grades, 49 Students

A	9
B	15
C	15
D	7
F	3

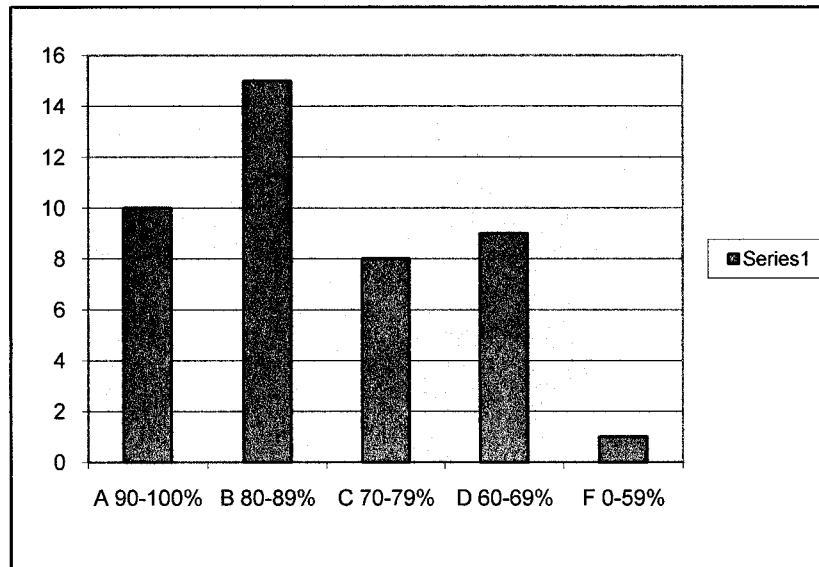
**Physical Anthropology, Fall 2008
Final Grades, Tuesday/Thursday Class 10:15AM**



Physical Anthropology, Fall 2008,
Tuesday and Thursday 10:15 AM

Grades 43 Students, Portfolio

A 90-100%	10
B 80-89%	15
C 70-79%	8
D 60-69%	9
F 0-59%	1



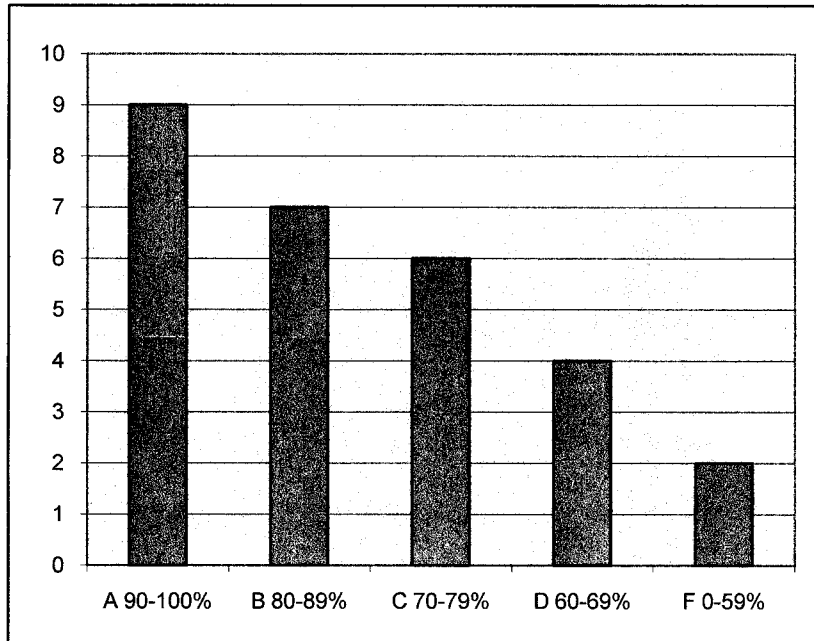
10 Portfolio Exercises:

- [1] What impact did Copernicus heliocentric thesis have on European society:
religious, social, and scientific
- [2] "How did the giraffe get its long neck." Compare and contrast theories of
a. Charles Darwin and b. Jean Baptist Lamarck
- [3] List the taxonomic classification of Homo sapiens
- [4] Identify anatomical terms of the human skull and color each individual bone.
- [5] Punnett Square: Fill in the 16 squares of the guinea pig dihybrid
- [6] List the four factors in Adaptive Radiation and explain the different beak sizes of:
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- [7] Define the study of taphonomy and make up a geologic time scale
- [8] Fill in blanks of Early Hominins
- [9] Comparison of skulls of a. Homo erectus and b. Homo sapiens
- [10] Arrange 10 fossils in a chronological order with the geologic time scale

Grades: 28 Students, Exam #1

A 90-100%	9
B 80-89%	7
C 70-79%	6
D 60-69%	4
F 0-59%	2

**Physical Anthropology, Fall 2008
Friday Class 8:15AM**

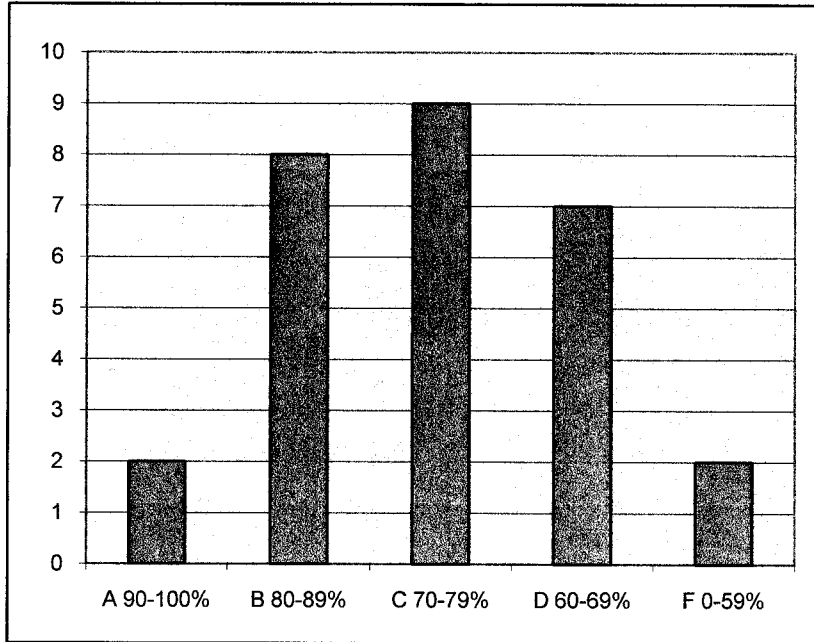


- Chapter 1, Investigating the Nature of Humankind
- Chapter 6, People's Place in Nature
- Chapter 8, Comparative Studies: Anatomy and Genetics
- Chapter 2, The Study of Heredity

Grades: 28 Students, Exam #2

A 90-100%	2
B 80-89%	8
C 70-79%	9
D 60-69%	7
F 0-59%	2

**Physical Anthropology, Fall 2008
Friday Class 8:15AM**



Chapter 3, The Modern Study of Human Genetics

Chapter 4, Population Genetics

Chapter 5, Natural Selection and the Origin of Species

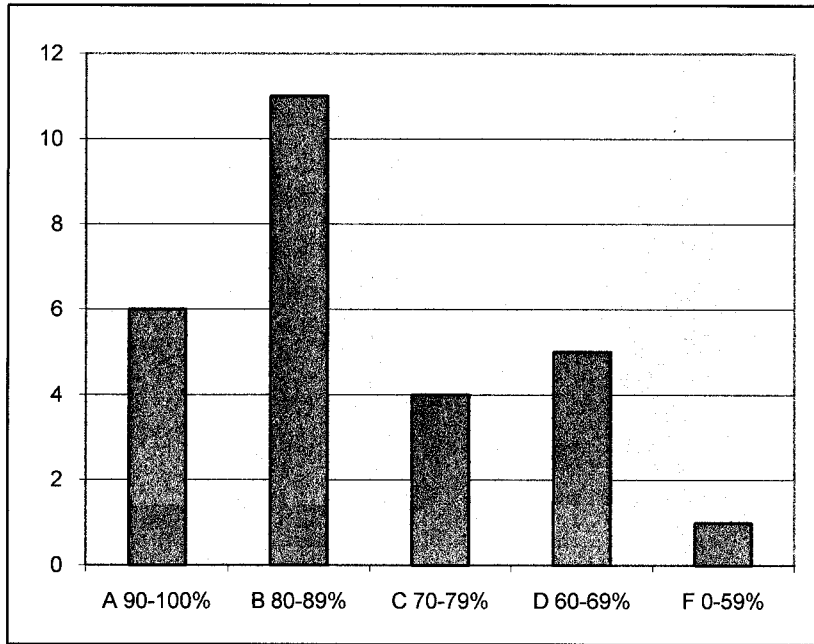
Chapter 11, The Record of the Past

Chapter 12, The Early Primate Fossil Record and the Origins of Hominins

Grades: 27 Students, Final Exam

A 90-100%	6
B 80-89%	11
C 70-79%	4
D 60-69%	5
F 0-59%	1

**Physical Anthropology, Fall 2008
Friday Class 8:15AM**

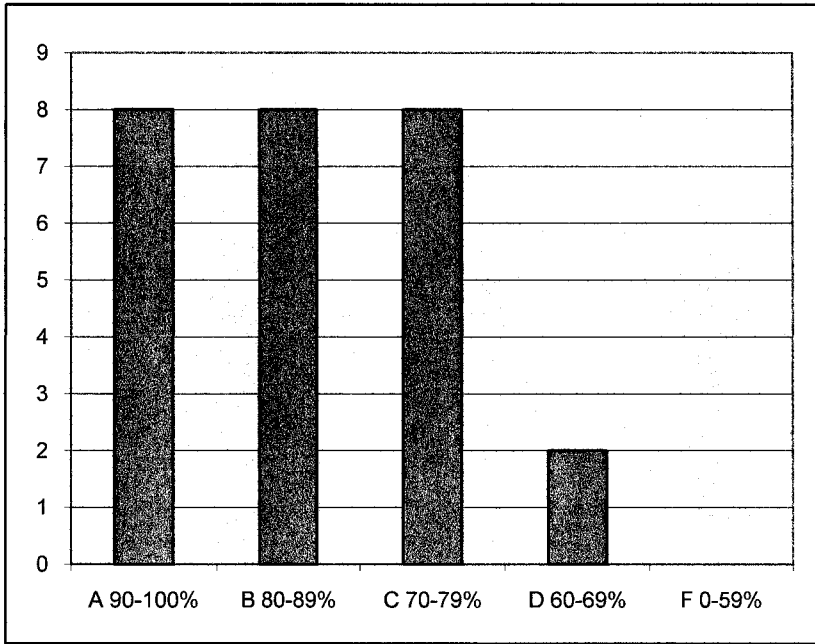


- Chapter 13, The Early Hominins
- Chapter 14, Early Species of the Genus Homo
- Chapter 15, The Evolution of Homo sapiens
- Chapter 16, The Biology of Modern Homo sapiens
- Chapter 17, The Analysis of Human Variation

Final Grades: 26 Students

A 90-100%	8
B 80-89%	8
C 70-79%	8
D 60-69%	2
F 0-59%	0

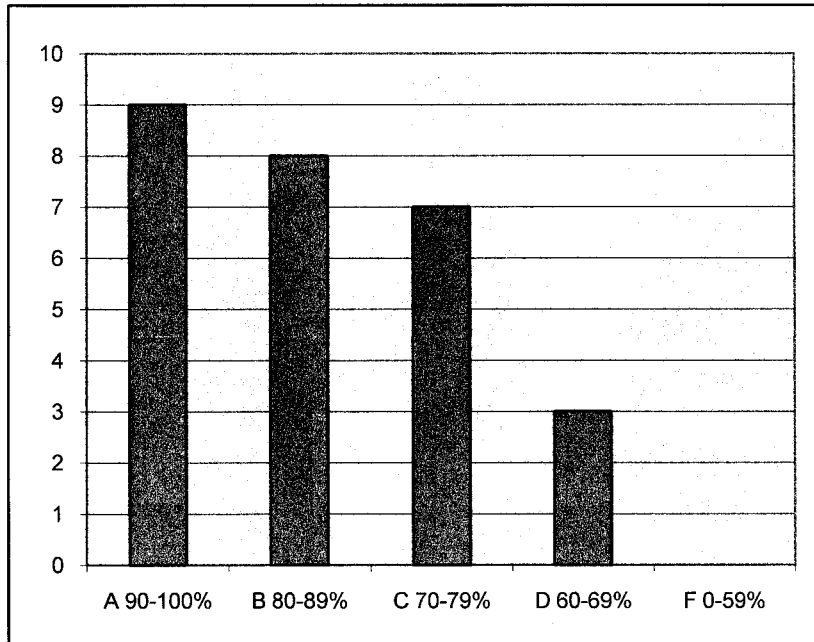
**Physical Anthropology, Fall 2008
Friday Class 8:15AM**



Grades: 27 Students, Portfolio

A 90-100%	9
B 80-89%	8
C 70-79%	7
D 60-69%	3
F 0-59%	0

**Physical Anthropology, Fall 2008
Friday Class 8:15AM
Portfolio**



10 Portfolio Exercises:

- [1] What impact did Copernicus heliocentric thesis have on European society:
religious, social, and scientific
- [2] "How did the giraffe get its long neck." Compare and contrast theories of:
a. Charles Darwin and b. Jean Baptist Lamarck
- [3] List the taxonomic classification of Homo sapiens
- [4] Identify anatomical terms of the human skull and color each individual bone
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- [8] Fill in blank of Early Hominins
- [9] Comparison of skulls of: a. Homo erectus and b. Homo sapiens
- [10] Arrange 10 fossils in a chronological order with the geologic time scale

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Anthropology	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify and evaluate cultural and ethnic diversity of Native Cultures of North America	Exams, Portfolio	SLO 5
Describe native group interaction with the environment and resource management	Exams, Portfolio	SLO 3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: Anthropology 106: Indians of North America Date: 06/24/2009
2. People involved in summarizing and evaluating data	Manfred Knaak
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: [SLO 3] As part of assessing personal responsibility, students were required to assemble a portfolio with 12 exercises that would demonstrate their knowledge of Native American groups geography, linguistic diversity, and interaction with the environment and resource management. The portfolio at the same time acknowledged the cultural and ethnic diversity of Native Americans. Participation by students in completing the assigned portfolio with outlined rubrics was 100%.</p> <p>Outcome 2: [SLO 5] In assessing students knowledge, understand, and comprehension of the great cultural, historic, and ethnic diversity of Native Americans, students were tested on these subjects. Information of cultural and ethnic diversity was also included in the portfolio.</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	I plan no change in the curriculum. I will adjust the course outline and divide the portfolio into two segments as to ascertain earlier in the semester the students knowledge and comprehension of the great cultural and ethnic diversity of Native Americans and the natives resource management skills. **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Spring Semester of 2009 was successful and effective in seeing students assume personal responsibility and being successful with outlined rubrics. The only change in the SLO assessment would be to divide the portfolio into two segments to find out earlier in the semester students comprehension of a fairly complex subject. Another point to check out would be to look at another textbook if available. A discussion with some faculty would be recommendable. 6/24/2009 5:12 PM

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>Another success story. That's all for now.</p>

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

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<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Anthropology 106: Indians of North America Date: 06/24/2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Manfred Knaak</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: [SLO 3] As part of assessing personal responsibility, students were required to assemble a portfolio with 12 exercises that would demonstrate their knowledge of Native American groups geography, linguistic diversity, and interaction with the environment and resource management. The portfolio at the same time acknowledged the cultural and ethnic diversity of Native Americans. Participation by students in completing the assigned portfolio with outlined rubrics was 100%.</p> <p>Outcome 2: [SLO 5] In assessing students knowledge, understand, and comprehension of the great cultural, historic, and ethnic diversity of Native Americans, students were tested on these subjects. Information of cultural and ethnic diversity was also included in the portfolio.</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>I plan no change in the curriculum. I will adjust the course outline and divide the portfolio into two segments as to ascertain earlier in the semester the students knowledge and comprehension of the great cultural and ethnic diversity of Native Americans and the natives resource management skills.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., _____er the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>Spring Semester of 2009 was successful and effective in seeing students assume personal responsibility and being successful with outlined rubrics. The only change in the SLO assessment would be to divide the portfolio into two segments to find out earlier in the semester students comprehension of a fairly complex subject. Another point to check out would be to look at another textbook if available. A discussion with some faculty would be recommendable.</p> <p style="text-align: right;">7/8/2009 3:01 PM</p>

<p>After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>Another success story. That's all for now.</p>

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IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Administration of Justice (A.S.)	Correctional Science
Correctional Science (A.S.)	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Demonstrate knowledge of the history and trends of corrections.	Examination	ISLO1, ISLO4, ISLO5
Outcome 2: Examine and debate the role of corrections within the judicial system. Explain and distinguish the functions and issues of probation and parole and adjuncts to the institutionalization, as well as legal limitations and restrictions.	Examination	ISLO1, ISLO3, ISLO2, ISLO4
Outcome 3: Identify, compare and contrast the characteristics, issues, programs and services within local, state, and federal correctional institutions.	Examination	ISLO2, ISLO5

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***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills;

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: CSI 100 Date: 06/28/2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Antonio Monge</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Mid-Term Exam. 50% pass rate</p> <p>Outcome 2: Final Exam 80% pass rate. The test results on the mid-term exam were below average for the majority of the students. The test scores improved on the final exam.</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Will provide more review of the material during the first half of the semester. Will also implement short quizzes. Will continue to give quizzes during the second half of the semester. I will not give as much weight to the midterm and final exams.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>no</u></p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>yes</p>
<p>6. After-Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process.</p>	

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IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Social and Behavioral Sciences	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Exam the relationship between human societies and the natural environment that people occupy and modify	Exams, Portfolio	SLO 3
Outcome 2: Recognize global cultural and ethnic diversity	Exams, Portfolio	SLO 5

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***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

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<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Geography 102 Date: 06/24/2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Manfred Knaak</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: [SLO 3] As part of assessing personal responsibility, students were required to complete ten exercises, as part of a portfolio, ranging from local map reading to more complex assignments of migration, population growth, demographic transition, economics in less developed countries, and human impact on the natural environment. 98% of students completed all the assignments in a satisfactory manner as required by outlined rubrics.</p> <p>Outcome 2: [SLO 5] In assessing student's awareness of global cultural and ethnic diversity, students were tested on exams on chapters such as language, religion, political systems, and folk and popular culture. Assignments of global cultural diversity were incorporated into portfolio exercises.</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>I plan no change in course curriculum, however, I would adjust the course outline slightly to accommodate students to do more in-class room exercises and more home work. As textbooks are "heavy" illustrated with maps, figures, and numbers, it makes it somewhat difficult to prepare exams, unless it is an open book exam.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>Spring Semester of 2009 was successful and effective in seeing students assume personal responsibility with outlined rubrics and being successful.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p align="right">7/23/2009 12:36 PM</p>

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IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
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<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
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<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Demonstrate your understanding of geographic patterns of a specific locale by analyzing the flora, fauna, and weather patterns in relation to its physical setting.	Climate project rubrics 1, 2, 3, and 4	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5

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*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; LO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

	**Will this include a change to the curriculum (i.e. course outline)?
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>This is an effective instrument to further encourage more complete student understanding of physical influences on different locales within the United States. Perhaps a good change for next year would be to include at least one more reporting cycle to see if the students' understanding is further increased.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>As with all the SLO process, this project presented me a great opportunity to add another assessment activity and further ensure that my students are meeting institutional goals.</p>

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Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Social and Behavioral Sciences	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
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| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input checked="" type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Exam the relationship between human societies and the natural environment that people occupy and modify	Exams, Portfolio	SLO 3
Outcome 2: Recognize global cultural and ethnic diversity	Exams, Portfolio	SLO 5
Outcome 3:		

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***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Geography 102: Cultural Geography Date: 06/24/2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Manfred Knaak</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: [SLO 3] As part of assessing personal responsibility, students were required to complete ten exercises, as part of a portfolio, ranging from local map reading to more complex assignments of migration, population growth, demographic transition, economics in less developed countries, and human impact on the natural environment. 98% of students completed all the assignments in a satisfactory manner as required by outlined rubrics.</p> <p>Outcome 2: [SLO 5] In assessing student's awareness of global cultural and ethnic diversity, students were tested on exams on chapters such as language, religion, political systems, and folk and popular culture. Assignments of global cultural diversity were incorporated into portfolio exercises.</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>I plan no change in course curriculum, however, I would adjust the course outline slightly to accommodate students to do more in-class room exercises and more home work. As textbooks are "heavy" illustrated with maps, figures, and numbers, it makes it somewhat difficult to prepare exams, unless it is an open book exam.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>Spring Semester of 2009 was successful and effective in seeing students assume personal responsibility, with outlined rubrics, and being successful.</p>

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>Not at this time, as I am not sure that I shall teach Geography 102 in Fall 2009</p>
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IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Liberal Studies	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Analyze the global economy in terms of regional production patterns.	Economic assignment rubric	ISLO2, ISLO4, ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: Geography 108 Date: June 15, 2009
2. People involved in summarizing and evaluating data	Bruce L. Seivertson, Ph.D. Russell J. Lavery, Ph.D.
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1/ISLO 2: Critical Thinking Skills</p> <p>Students met the critical thinking requirement as they prepared an essay concerning their review of products on a world map. They successfully analyzed production patterns found in relation to location of required raw materials, labor, and transportation.</p> <p>Outcome 2/ISLO 4: Information Literacy</p> <p>This requirement was met as students used the internet, maps and atlases, and other resource materials to determine where products were produced in addition to the actual locations of the countries.</p> <p>Outcome 3/ISLO 5: Global Awareness</p> <p>This outcome was met as students reported their surprise at the different locations where products were produced. Many students reported that this assignment encouraged them to look at where the products they buy are produced, a concept most had not ever considered before this project.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>This project will continue to be an integral part of the World Regional class as it synthesizes concepts learned throughout the semester.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>The SLO process reinforced the importance of expanding student knowledge of the global awareness.</p> <p style="text-align: right;">6/29/2009 1:36 PM</p>

6. After-Thoughts

Feel free to celebrate,
vent, or otherwise
discuss the process.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
History	
Social Science	
Liberal Studies	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|---|---|
| <input checked="" type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input checked="" type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Identify and recall key information in a historical documentary film	Quiz	ISLO1
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: History 120 United States History to 1877 Date: March 30, 2009
2. People involved in summarizing and evaluating data	Mary-Jo Wainwright, Suzanne Gretz, Lisa Solomon, Jacqueline Lopez
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: 284 students took the assessment. Of those 284 students, 70% successfully met the SLO assessed and 30% of the students did not meet the SLO. The breakdown of grades was 3.5% of the students achieved a score of 100%, 17.6% of the students achieved a score of 90%, 25.7% of the students achieved a score of 80%, 23.2% of the students achieved a score of 70%, 16.2% of the students achieved a score of 60%, 6.7% of the students achieved a score of 50%, 3.5% of the students achieved a score of 40%, 1.8% of the students achieved a score of 30%, 1.8% of the students achieved a score of 20%. No students scored 10% or less.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>The data shows that utilizing an appropriate video to supplement instruction in a history course is a valuable way to engage students in historical topics. It provides essential visual reinforcement of the lectures and is especially useful for our large population of ELL students.</p> <p>Instructors are encouraged to use learning reinforcement activities, such as a quiz, when they present videos to their classes as the evidence suggests that students will probably get more out of the video if they know they will be tested on the information presented in the video.</p> <p>Giving more than one of these video/quiz assignments would give students more practice in the skills assessed and possibly improve the number of students meeting the SLO.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>No</u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Yes. The instructors found the discussion of the assessment and the results very informative and useful. Since so many different instructors teach this introductory/required course, it was difficult to agree to an assessment tool that would be easy to measure. Because we did use a fairly simple assessment tool, it was easy to measure and collect the data. It was the consensus of the instructors involved that we had successfully measured the SLO and felt it was now time to identify additional SLOs during the Fall of 2009. It will still be necessary to keep it fairly simple in order to quantify the data of so many different instructors and classes.

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>The most difficult aspect of this process was trying to reconcile so many different teachers to use the same assignment and assessment, since history teachers focus on different aspects of the survey course and have different approaches to teaching the course outline.</p>
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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

History 120 U.S. History to 1877 **Mill Times Video Quiz** **Fall 2008**
Introductory Level Course
 Instructors: Wainwright, Gretz, Solomon, Wright, Fisher, Lopez

# Correct	CRN	CRN	CRN	CRN	CRN	CRN	CRN	CRN	CRN	CRN	Totals	Percent Correct	Student Percentage
10	10559	10561	10566	10555	10604	10557	10556	10740	10742		10	100%	3.5%
9											50	90%	17.6%
8											73	80%	25.7%
7											66	70%	23.2%
6											46	60%	16.2%
5											19	50%	6.7%
4											10	40%	3.5%
3											5	30%	1.8%
2											5	20%	1.8%
1											0	10%	0
0											0	0%	0

Total No. of Students who took quiz = 284
 Students who achieved SLO 199 70%
 Students who did not achieve SLO 85 30%

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
History	
Social Science	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|---|
| <input checked="" type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|---|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Read, comprehend and recall key information in a short historical text	Quiz	ISLO1
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: History 121 United States History from 1877 to Present Date: March 30, 2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Mary-Jo Wainwright, Suzanne Gretz, Lisa Solomon, Jacqueline Lopez</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: 206 students took the assessment. Of those 206 students, 78% successfully met the SLO assessed and 22% of the students did not meet the SLO. The breakdown of grades was 10.2% of the students achieved a score of 100%, 26.2% of the students achieved a score of 90%, 29.1% of the students achieved a score of 80%, 12.6% of the students achieved a score of 70%, 6.8% of the students achieved a score of 60%, 8.3% of the students achieved a score of 50%, 3.9% of the students achieved a score of 40%, 1.0% of the students achieved a score of 30%, 1.5% of the students achieved a score of 20%, .5% of the students achieved a score of 10%. No students scored 0%.</p>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>The data shows that utilizing a short historical text to supplement instruction in a history course is a valuable way to engage students in historical topics and introduce them to primary sources of evidence used in writing history. All of the instructors agreed that the students engaged with the text in a meaningful way as a result of combining the reading assignment with a quiz.</p> <p>The evidence suggests the students will probably get more out of a reading assignment if they know they will be responsible for the information presented in the text.</p> <p>Since this is an introductory history course, giving more of these types of assignments throughout the course would give students more practice in the skills assessed and possibly improve the number of students meeting the SLO.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>No</u></p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>Yes. The instructors found the discussion of the assessment and the results very informative and useful. Since so many different instructors teach this introductory/required course, it was difficult to agree to an assessment tool that would be easy to measure. Because we did use a fairly simple assessment tool, it was easy to measure and collect the data. It was the consensus of the instructors involved that we had successfully measured the SLO and felt it was now time to identify additional SLOs during the Fall of 2009. It will still be necessary to keep it fairly simple in order to quantify the data of so many different instructors and classes.</p>
<p>After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>The most difficult aspect of this process was trying to reconcile so many different teachers to use the same assignment and assessment, since history teachers focus on different aspects of the survey course and have different approaches to teaching the course outline.</p> <p style="text-align: right;">5/12/2009 3:17 PM</p>

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

History 121 U.S. History Since 1877 Kennedy Speech Quiz Fall 2008
 Introductory Level Course
 Instructors: Wainwright Gretz, Solomon, Wright, Lopez

# Correct	CRN 10741	CRN 10749	CRN 10750	CRN 10754	CRN 10753	CRN 10751	CRN 10752	CRN 10761	Totals	Percent Correct	Student Percentage
10	6	4	0	0	6	1	0	4	21	100%	10.2%
9	7	6	7	6	15	6	3	4	54	90%	26.2%
8	11	10	8	11	8	4	6	2	60	80%	29.1%
7	5	5	2	2	3	3	2	4	26	70%	12.6%
6	3	1	2	5	0	1	0	2	14	60%	6.8%
5	2	1	0	4	1	1	0	8	17	50%	8.3%
4	1	1	1	2	0	0	0	3	8	40%	3.9%
3	0	0	0	1	0	0	0	1	2	30%	1.0%
2	0	0	0	2	0	0	0	1	3	20%	1.5%
1	0	1	0	0	0	0	0	0	1	10%	0.5%
0	0	0	0	0	0	0	0	0	0	0%	0.0%

Total No. of Students who took quiz = 206

Students who achieved SLO = 161
 Students who did not achieve SLO = 45

78%
 22%

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
History	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate rubric	ISLO1, ISLO2
Students will be able to describe differences in colonization instituted by Spain and Portugal during the 1600s.	Assignment rubric	ISLO1, ISLO2, ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: HIST 130 Early Latin America</p> <p>Date: March 16, 2008</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Lisa Solomon</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: 78.8% of the students completed the assignment and of those 50% received a passing grade (46.1% earned a C, 3.9% earned a B).</p> <p>Outcome 2: Students who did not have the textbook scored an average of 12 points lower than those who had one. Students who were not in class the day the material was covered scored an average of 15 points lower than those who were in attendance. These students accounted for most of the D and low C grades.</p> <p>Outcome 3: N/A</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>A few students commented that they read the assignment differently than what was intended by the Instructor, therefore they included information that was not relevant. Upon review, the Instructor has determined that the wording could have been interpreted in more than one way. That will be corrected before the assignment is given in the Fall of 2009.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u> No </u></p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The process was effective. Any proposed changes are noted in #4, above.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise</p>	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date: March 16, 2009 Revised May 12, 2009
 Department Name: History

Course Number/Title or Program Title: History 131 – Modern Latin America

Contact Person/Others Involved in Process: Lead: Lisa Solomon Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
History AA	
Social Science AA	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input checked="" type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Describe the relationship between the US and Argentina in the 1960s.	Assignment rubric	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5
Outcome 2: Analyze the impact of Communism on that relationship.	Assignment rubric	ISLO1, ISLO2, ISLO3, ISLO5
Outcome 3: Complete the assignment per the instructions and turn it in when it is due.	Assignment rubric	ISLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: HIST 131 Modern Latin America Date: June 30, 2009
2. People involved in summarizing and evaluating data	Lisa Solomon
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Students were given an assignment and asked to describe the specific relationship between Argentina and the US in the 1960s. Material available for this Outcome came from the text as well as a video shown in class. Of the 12 assignments that were completed, about 75% adequately addressed this topic.</p> <p>Outcome 2: This portion of the assignment focused on the students' abilities to analyze the influence of Communism on the relationship. Of the completed assignments, 58.3% satisfactorily completed this portion.</p> <p>Outcome 3: The assignment was presented to students on May 6 and was due on May 11. At that time, 23 students were enrolled in the class. Five were absent on the 6th, and 12 completed the assignment and turned it in on time. No late assignments were accepted for this exercise. All of the 12 completed assignments per the instructions (100%).</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>While this is an elective, it was obvious that a few of the students had some difficulty in taking information from multiple sources and analyzing it into a concise written presentation. The Instructor estimates that, for about 25% to 28% of the students, the process of critical thinking is still not a comfortable or easy one.</p> <p>At this time, no changes are anticipated.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>Overall, the process was an effective one. Since this course is only offered during the Spring semesters, any possible changes have not yet been considered. It is also possible that a different instructor will be teaching this course, and if that occurs that individual should have the flexibility to determine if the same process will be used.</p>

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>This is an elective course, as stated previously. However, it appeared throughout that some students enrolled because of encouragement from counselors even though their abilities to comprehend the reading and supplemental materials, as well as their writing skills, were not sufficient for the course work required. Those weaknesses will impact almost any SLO evaluation for this course.</p>
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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:



Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
History	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate rubric	ISLO1, ISLO2
Students will be able to compare and contrast the major political issues of the U.S. and Mexico in the 1840s	Assignment rubric	ISLO1, ISLO2, ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

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- | | |
|--|--|
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<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
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<input checked="" type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Read, comprehend and recall key information from a historical text	Book Report & Rubric	ISLO1
Outcome 2: Analyze a historical text and differentiate between the facts and the author's interpretation and main thesis.	Book Report & Rubric	ISLO2
Outcome 3: Evaluate the level of bias and reliability of a historical text.	Book Report & Rubric	ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

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Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Political Science

Course Number/Title or Program Title: POLS 102: American Government & Politics

Contact Person/Others Involved in Process: Lead: Gaylla Finnell Others: Eric Jacobson, Kevin White, Tim Ballard, Rodolfo Aguayo, Norma Villicana, Jose Landeros

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|---|--|
| <input checked="" type="checkbox"/> American Institutions
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|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Examine the role of the people in the American democracy and develop an understanding of civic responsibility.	Exam and self-evaluation survey	ISLO3 – Personal Responsibility

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number	POLS 102: American Government & Politics
2. People involved in summarizing and evaluating data	Lead: Gaylla Finnell Others: Eric Jacobson, Kevin White, Tim Ballard, Rodolfo Aguayo, Norma Villicana, and Jose Landeros
3. Data Results Briefly summarize the results of the data you collected.	71% of the students successfully understand the role of the people in the American democracy. 97% of the students feel that the course helped them to better understand their role in the American democracy. Pre/Post Survey results confirm a positive shift in student understanding and attitudes regarding civic responsibility. These results support a finding that the Fall 2008 POLS 102 courses successfully met the stated course Student Learning Outcome.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	It is questioned whether our assessed SLO is actually an SLO or a course goal/objective. During the Spring 2009 semester, all faculty, except Gaylla Finnell, will duplicate the SLO assessment process used during Fall 2008. Gaylla Finnell will test a different SLO format in three of her courses. At the end of Spring 2009, the faculty will meet to discuss the findings and develop a plan for the 2009-2010 academic year. This plan will include the development of additional SLO's and assessments, review and possible revision of the course outline, and development of a syllabus template for POLS 102 faculty. **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year (Optional) Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The Fall 2008 process was very effective. It gave us some experience with SLO's and the data results were encouraging. As stated in item 4 above, we may change the outcome/assessment for 2009-2010. We are testing different approaches during Spring 2009 which will give us more information to assess as we continue this process. For more information, please see the POLS 102 SLO Assessment Report – Fall 2008, attached hereto and incorporated herein.
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	It was exciting to see statistical data that verified student learning and attainment of Student Learning Outcomes. The only down side of this process is that it is very time consuming. It is hoped that, as a viable system is developed, less time will be required for maintenance of the ongoing implementation of cycles.

The ASSESSMENT CYCLE: Closing the Assessment Loop

SLO ASSESSMENT REPORT – FALL 2008

POLS 102: American Government & Politics

Faculty teaching POLS 102: American Government & Politics in Fall 2008 participated in the assessment of the following course Student Learning Outcome:

Students will examine the role of the people in the American democracy and develop an understanding of civic responsibility.
ISLO3 – Personal Responsibility

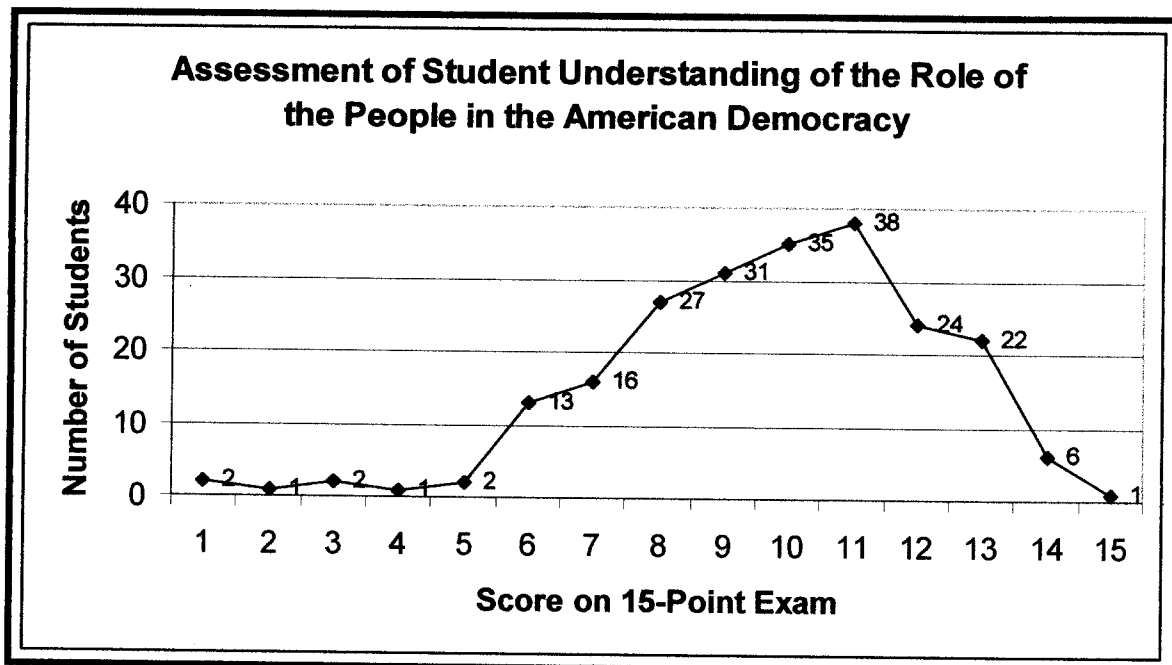
The Fall 2008 course offerings of POLS 102 including eighteen (18) sections, offered by seven (7) faculty members (three full-time faculty and four adjunct faculty).

The student learning outcome was demonstrated by the following four tasks:

1. Students were to read the chapters assigned in the course textbooks.
2. Students were to watch the documentary "American Blackout."
3. Students were to take a multiple-choice exam to assess their understanding of the role of the people in the American democracy.
4. Students were to take a self-evaluation survey to assess their understanding of civic responsibility.

**Assessment of Student Understanding of
the Role of the People in the American Democracy**

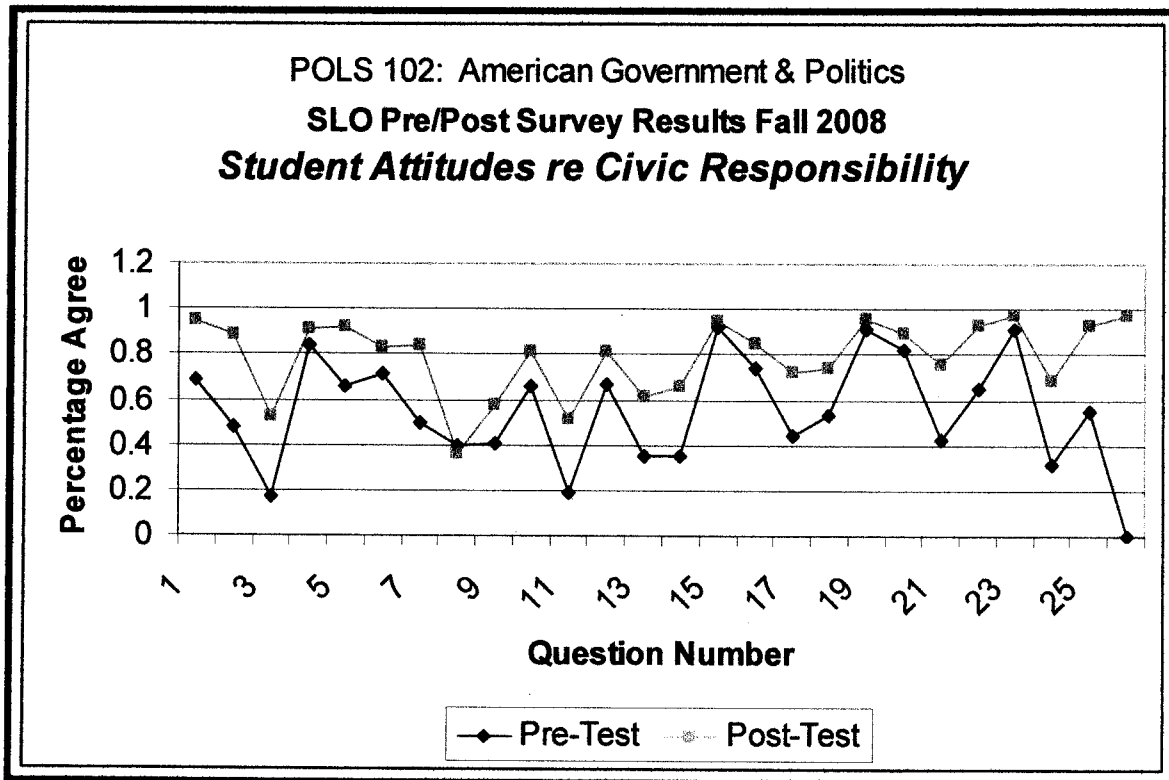
Students were given a 15-point multiple choice exam over the issues presented in the documentary, "American Blackout." The following chart shows the distribution of scores on the exam.



221 exam scores were submitted for analysis. 71% (157/221) of the students taking the exam scored a "C" (70%) or better, with 29% (64/221) scoring below 70%.

Assessment of Student Understanding of Civic Responsibility

Students were given a pre- and post-survey to measure their attitudes regarding civic responsibility. The pre-survey was given during the first week of classes. The post-survey was given during the last week of classes. 697 students participated in the pre-survey and 449 students participated in the post-survey. The following chart shows the distribution of responses to the survey statements.



The survey results showed a notable shift in attitude regarding civic responsibility after completion of the course. In addition, 97% of the students taking the post-survey agreed with statement 26, which stated: "This course has helped me to better understand my role in the American Democracy."

A sample of the statements and results are below. The complete results of the pre/post survey are attached hereto, marked Appendix 1.

#	Statement	Pre-Survey	Post-Survey
		Agree	Agree
1	I have a good understanding of the needs and problems facing the community in which I live.	69%	95%
17	I believe that I can have enough influence to impact community decisions.	44%	72%
22	I understand how political and social policies or issues affect members in the community.	65%	93%
28	I voted in the last election.	22%	64%

Findings

The results of the Fall 2008 SLO assessments indicate that, at completion of the course, a large majority of students (97%) understand their role in the American democracy and that the course contributed to a notable lift in student understanding and attitudes regarding civic responsibility. These results support a finding that the Fall 2008 POLS 102 courses successfully met the stated course Student Learning Outcome.

Recommendations

The following recommendations are made as the Political Science Department continues to develop Student Learning Outcomes for POLS 102:

1. Review the Pre/Post Survey statements after the 2008/09 school year and make adjustments as needed after careful evaluation of the data obtained during Fall 2008 and Spring 2009. Is the document meeting the assessment needs of the stated SLO?
2. Review and evaluate the assessment of student understanding of the role of the people in the American democracy. Is the multiple-choice exam over the concepts in "American Blackout" meeting the assessment needs of the stated SLO?
3. Review and evaluate the stated course SLO. Does it need revision?
4. Develop additional SLO's, with assessments, for the course.
5. Review the course outline to insure compliance with course requirements during development of SLO's. Make revisions to the course outline as needed.
6. Develop a statement of course Student Learning Outcomes for inclusion in the syllabi for POLS 102. This statement should set forth information regarding the Institutional Student Learning Outcomes, the course Student Learning Outcomes, and the method of assessing the Student Learning Outcomes.

Conclusion

Fall 2008 was the first semester in the development and assessment of Student Learning Outcomes for POLS 102. Faculty are encouraged by the Fall 2008 results, but realize it is just a beginning. We look forward to working together to define more Student Learning Outcomes for the course and to develop appropriate assessment tasks. This ongoing process will continue to include all faculty teaching the course.

Political Science 102 – American Government & Politics
SLO Survey Results Fall 2008: Civic Responsibility

		Strongly Agree		Agree		Disagree		Strongly Disagree	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST
1	I have a good understanding of the needs and problems facing the community in which I live.	10%	37%	59%	58%	28%	4%	3%	1%
2	I often discuss and think about how political, social, local or national issues affect the community.	8%	29%	40%	59%	43%	11%	9%	1%
3	I participate in political or social causes in order to improve the community.	3%	14%	14%	38%	61%	42%	22%	6%
4	It is my responsibility to help improve the community.	22%	41%	62%	50%	14%	7%	2%	2%
5	I am aware of the important needs in the community.	14%	35%	56%	57%	28%	7%	2%	1%
6	I feel a personal obligation to contribute in some way to the community.	13%	33%	58%	50%	27%	16%	2%	1%
7	I am aware of what can be done to meet the important needs in the community.	6%	27%	44%	57%	46%	15%	4%	1%
8	Providing service to the community is something I prefer to let others do.	7%	11%	33%	25%	50%	47%	10%	17%
9	I have a lot of personal contact with people in the community.	8%	16%	33%	42%	49%	40%	10%	2%
10	I feel I have the power to make a difference in the community.	17%	32%	49%	49%	29%	16%	5%	3%
11	I often try to act on solutions that address political, social, local or national problems in the community.	2%	11%	17%	40%	65%	46%	16%	3%
12	It is easy for me to put aside my self-interest in favor of a greater good.	13%	25%	54%	56%	31%	17%	2%	2%
13	I participate in activities that help to improve the community, even if I am new to them.	6%	17%	29%	44%	56%	38%	9%	1%
14	I try to encourage others to participate in community service.	6%	18%	29%	48%	55%	32%	10%	2%
15	Becoming involved in political or social issues is a good way to improve the community.	27%	46%	65%	49%	7%	4%	1%	1%
16	I believe that I can personally make a difference in the community.	16%	39%	58%	46%	23%	14%	3%	1%

		Strongly Agree		Agree		Disagree		Strongly Disagree	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST
17	I believe that I can have enough influence to impact community decisions.	9%	23%	35%	49%	50%	25%	6%	3%
18	I am or plan to become actively involved in issues that positively affect the community.	7%	22%	46%	52%	41%	23%	6%	3%
19	Being concerned about state and local issues is an important responsibility for everybody.	30%	46%	61%	50%	8%	3%	1%	1%
20	Being actively involved in community issues is everyone's responsibility, including mine.	27%	43%	55%	46%	17%	10%	1%	1%
21	I try to find time or a way to make a positive difference in the community.	6%	22%	36%	54%	53%	22%	5%	2%
22	I understand how political and social policies or issues affect members in the community.	11%	34%	54%	59%	32%	6%	3%	1%
23	I act responsibly in the community, pay taxes, and obey the laws.	45%	55%	46%	42%	8%	2%	1%	1%
24	I am active in community organizations and understand how government works.	4%	18%	28%	51%	59%	30%	9%	1%
25	I understand the democratic processes required to create change.	11%	36%	44%	57%	40%	6%	5%	1%
26	This course has helped me to better understand my role in the American Democracy.	N/A	69%	N/A	28%	N/A	2%	N/A	1%
27	I am a citizen of the United States of America.	PRE				POST			
		YES	89%	NO	11%	YES	89%	NO	11%
28	I voted in the last election.	PRE				POST			
		YES	22%	NO	78%	YES	64%	NO	36%
29	Gender	PRE				POST			
		Male	39%	Female	61%	Male	38%	Female	62%
Number of Students Participating in Pre/Post SLO Survey for Fall 2008 POLS 102 Courses		PRE				POST			
		697				449			

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

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Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Examine the role of the people in the American democracy and develop an understanding of civic responsibility.	Exam and self-evaluation survey	ISLO3 – Personal Responsibility

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1. Course Number	POLS 102: American Government & Politics
2. People involved in summarizing and evaluating data	Lead: Gaylla Finnell Others: Eric Jacobson, Kevin White, Tim Ballard, Rodolfo Aguayo, Norma Villicana, and Jose Landeros
3. Data Results Briefly summarize the results of the data you collected.	71% of the students successfully understand the role of the people in the American democracy. 97% of the students feel that the course helped them to better understand their role in the American democracy. Pre/Post Survey results confirm a positive shift in student understanding and attitudes regarding civic responsibility. These results support a finding that the Fall 2008 POLS 102 courses successfully met the stated course Student Learning Outcome.
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The ASSESSMENT CYCLE: Closing the Assessment Loop

Imperial Valley College
Political Science Department

SLO ASSESSMENT REPORT – FALL 2008

POLS 102: American Government & Politics

Faculty teaching POLS 102: American Government & Politics in Fall 2008 participated in the assessment of the following course Student Learning Outcome:

Students will examine the role of the people in the American democracy and develop an understanding of civic responsibility.
ISLO3 – Personal Responsibility

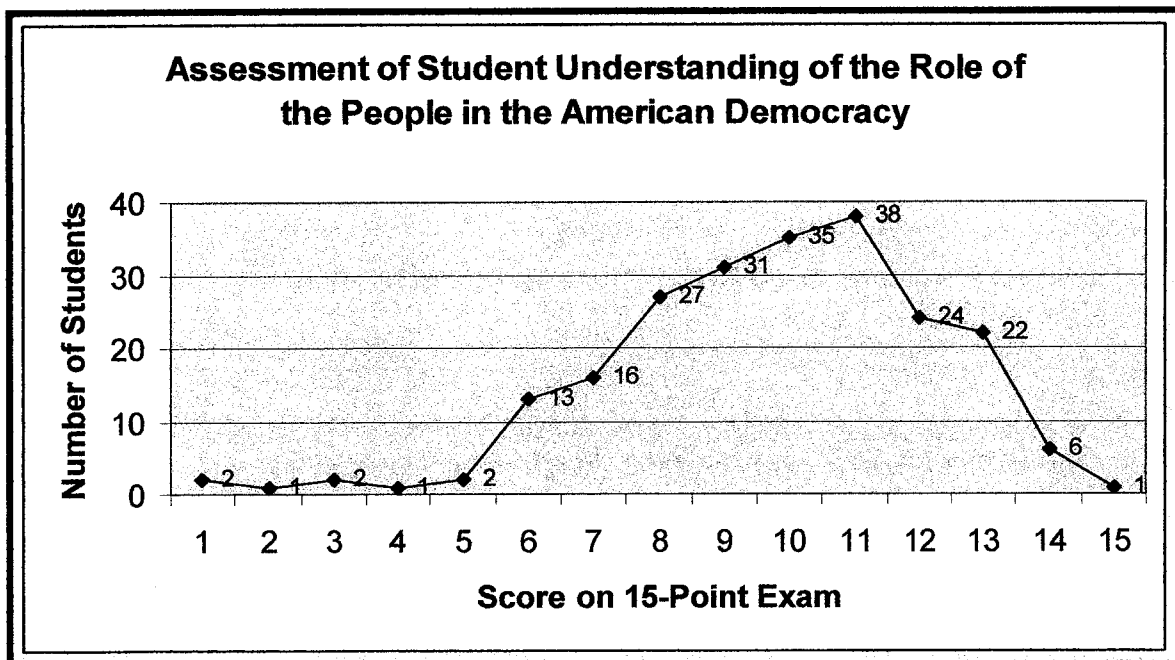
The Fall 2008 course offerings of POLS 102 including eighteen (18) sections, offered by seven (7) faculty members (three full-time faculty and four adjunct faculty).

The student learning outcome was demonstrated by the following four tasks:

1. Students were to read the chapters assigned in the course textbooks.
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**Assessment of Student Understanding of
the Role of the People in the American Democracy**

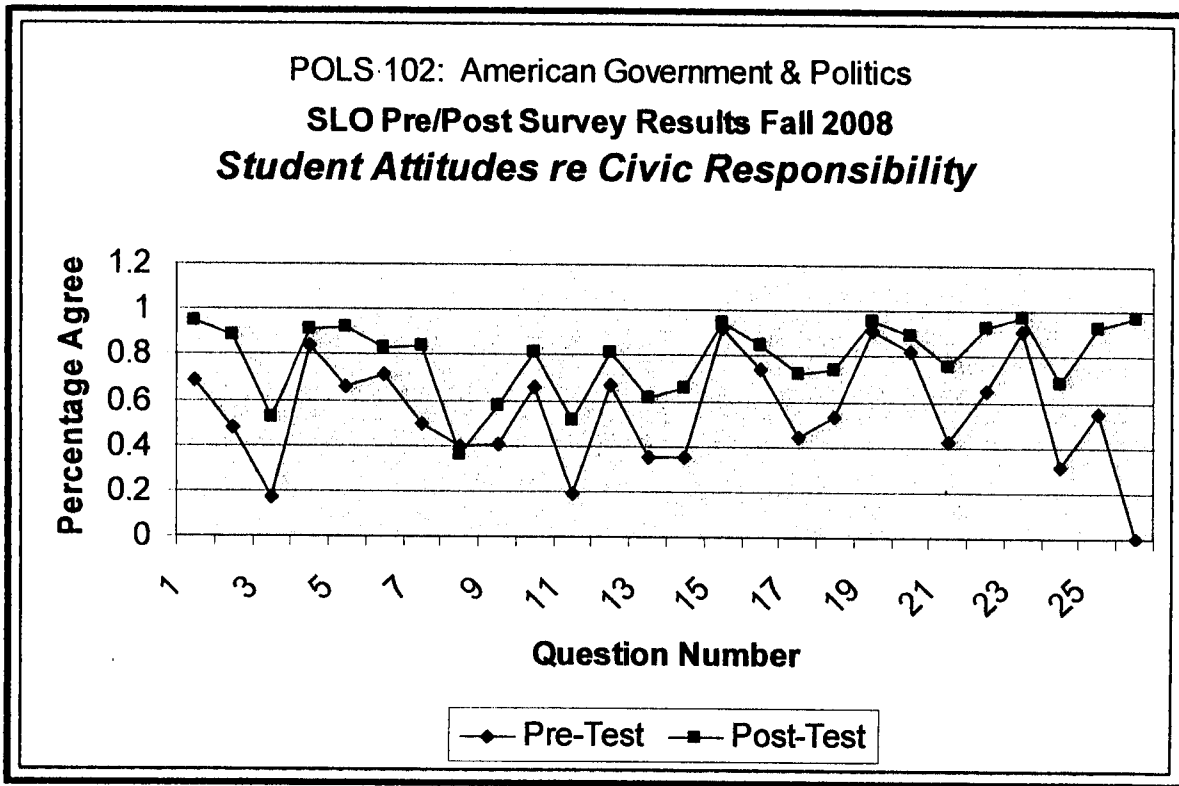
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The survey results showed a notable shift in attitude regarding civic responsibility after completion of the course. In addition, 97% of the students taking the post-survey agreed with statement 26, which stated: "This course has helped me to better understand my role in the American Democracy."

A sample of the statements and results are below. The complete results of the pre/post survey are attached hereto, marked Appendix 1.

#	Statement	Pre-Survey	Post-Survey
		Agree	Agree
1	I have a good understanding of the needs and problems facing the community in which I live.	69%	95%
17	I believe that I can have enough influence to impact community decisions.	44%	72%
22	I understand how political and social policies or issues affect members in the community.	65%	93%
28	I voted in the last election.	22%	64%

Findings

The results of the Fall 2008 SLO assessments indicate that, at completion of the course, a large majority of students (97%) understand their role in the American democracy and that the course contributed to a notable lift in student understanding and attitudes regarding civic responsibility. These results support a finding that the Fall 2008 POLS 102 courses successfully met the stated course Student Learning Outcome.

Recommendations

The following recommendations are made as the Political Science Department continues to develop Student Learning Outcomes for POLS 102:

1. Review the Pre/Post Survey statements after the 2008/09 school year and make adjustments as needed after careful evaluation of the data obtained during Fall 2008 and Spring 2009. Is the document meeting the assessment needs of the stated SLO?
2. Review and evaluate the assessment of student understanding of the role of the people in the American democracy. Is the multiple-choice exam over the concepts in "American Blackout" meeting the assessment needs of the stated SLO?
3. Review and evaluate the stated course SLO. Does it need revision?
4. Develop additional SLO's, with assessments, for the course.
5. Review the course outline to insure compliance with course requirements during development of SLO's. Make revisions to the course outline as needed.
6. Develop a statement of course Student Learning Outcomes for inclusion in the syllabi for POLS 102. This statement should set forth information regarding the Institutional Student Learning Outcomes, the course Student Learning Outcomes, and the method of assessing the Student Learning Outcomes.

Conclusion

Fall 2008 was the first semester in the development and assessment of Student Learning Outcomes for POLS 102. Faculty are encouraged by the Fall 2008 results, but realize it is just a beginning. We look forward to working together to define more Student Learning Outcomes for the course and to develop appropriate assessment tasks. This ongoing process will continue to include all faculty teaching the course.

Political Science 102 – American Government & Politics
SLO Survey Results Fall 2008: Civic Responsibility

		Strongly Agree		Agree		Disagree		Strongly Disagree	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST
1	I have a good understanding of the needs and problems facing the community in which I live.	10%	37%	59%	58%	28%	4%	3%	1%
2	I often discuss and think about how political, social, local or national issues affect the community.	8%	29%	40%	59%	43%	11%	9%	1%
3	I participate in political or social causes in order to improve the community.	3%	14%	14%	38%	61%	42%	22%	6%
4	It is my responsibility to help improve the community.	22%	41%	62%	50%	14%	7%	2%	2%
5	I am aware of the important needs in the community.	14%	35%	56%	57%	28%	7%	2%	1%
6	I feel a personal obligation to contribute in some way to the community.	13%	33%	58%	50%	27%	16%	2%	1%
7	I am aware of what can be done to meet the important needs in the community.	6%	27%	44%	57%	46%	15%	4%	1%
8	Providing service to the community is something I prefer to let others do.	7%	11%	33%	25%	50%	47%	10%	17%
9	I have a lot of personal contact with people in the community.	8%	16%	33%	42%	49%	40%	10%	2%
10	I feel I have the power to make a difference in the community.	17%	32%	49%	49%	29%	16%	5%	3%
11	I often try to act on solutions that address political, social, local or national problems in the community.	2%	11%	17%	40%	65%	46%	16%	3%
12	It is easy for me to put aside my self-interest in favor of a greater good.	13%	25%	54%	56%	31%	17%	2%	2%
13	I participate in activities that help to improve the community, even if I am new to them.	6%	17%	29%	44%	56%	38%	9%	1%
14	I try to encourage others to participate in community service.	6%	18%	29%	48%	55%	32%	10%	2%
15	Becoming involved in political or social issues is a good way to improve the community.	27%	46%	65%	49%	7%	4%	1%	1%
16	I believe that I can personally make a difference in the community.	16%	39%	58%	46%	23%	14%	3%	1%

		Strongly Agree		Agree		Disagree		Strongly Disagree	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST
17	I believe that I can have enough influence to impact community decisions.	9%	23%	35%	49%	50%	25%	6%	3%
18	I am or plan to become actively involved in issues that positively affect the community.	7%	22%	46%	52%	41%	23%	6%	3%
19	Being concerned about state and local issues is an important responsibility for everybody.	30%	46%	61%	50%	8%	3%	1%	1%
20	Being actively involved in community issues is everyone's responsibility, including mine.	27%	43%	55%	46%	17%	10%	1%	1%
21	I try to find time or a way to make a positive difference in the community.	6%	22%	36%	54%	53%	22%	5%	2%
22	I understand how political and social policies or issues affect members in the community.	11%	34%	54%	59%	32%	6%	3%	1%
23	I act responsibly in the community, pay taxes, and obey the laws.	45%	55%	46%	42%	8%	2%	1%	1%
24	I am active in community organizations and understand how government works.	4%	18%	28%	51%	59%	30%	9%	1%
25	I understand the democratic processes required to create change.	11%	36%	44%	57%	40%	6%	5%	1%
26	This course has helped me to better understand my role in the American Democracy.	N/A	69%	N/A	28%	N/A	2%	N/A	1%
27	I am a citizen of the United States of America.	PRE				POST			
		YES	89%	NO	11%	YES	89%	NO	11%
28	I voted in the last election.	PRE				POST			
		YES	22%	NO	78%	YES	64%	NO	36%
29	Gender	PRE				POST			
		Male	39%	Female	61%	Male	38%	Female	62%
Number of Students Participating in Pre/Post SLO Survey for Fall 2008 POLS 102 Courses		PRE				POST			
		697				449			

IMPERIAL VALLEY COLLEGE
Political Science

POLS 102: American Government & Politics
CRN 20378 – Spring 2009 – 3.0 Units
MW 1150am-0115pm
Room 208

Instructor: Gaylla A. Finnell, MPA
Office #808
Office Telephone: 760-355-6511
Email Address: gaylla.finnell@imperial.edu

COURSE DESCRIPTION

This course will examine the origin, development and operation of local, state and national political institutions within the United States, emphasizing the contemporary operations of the American political system. Students will gain an understanding of important American documents, the rights and powers provided therein, and the structure of the American system of government.

The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of the United States democracy. Upon completion of this course, the student will understand the major ideas, protections, privileges, and structures that affect the life of a citizen in the United States political system.

"I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion."

~Thomas Jefferson (1820)

CORE STANDARDS FOR THE COURSE

Standard	Objective	Outcome
Standard 1 Students will understand the significance and impact of the Constitution on everyday life.	Objective 1 Investigate the ideas and events that significantly influenced the creation of the United States Constitution. <i>Readings: Cummings 1, 2</i> <i>Standard 1-1 Worksheet</i>	<ul style="list-style-type: none"> • Identify and summarize the philosophies that contributed to the Constitution; e.g., Locke, Jefferson, Madison, Hamilton. • Identify and investigate the events that led to the creation of the Constitution. • Analyze how the idea of compromise affected the Constitution.
	Objective 2 Assess the essential ideas of United States constitutional government. <i>Readings: Cummings 1, 2</i> <i>Standard 1-2 Worksheet</i>	<ul style="list-style-type: none"> • Examine the purposes and role of government. • Investigate the major ideas of the Declaration of Independence, the Articles of Confederation, and the Constitution.

CORE STANDARDS FOR THE COURSE

Standard	Objective	Outcome
Standard 1 Students will understand the significance and impact of the Constitution on everyday life.	Objective 3 Determine the importance of popular sovereignty and limited government in a democratic society. <i>Readings:</i> Cummings 2, 3 Huber 2 <i>Video:</i> 9/11 Press for Truth <i>Standard 1-3 Worksheet</i>	<ul style="list-style-type: none"> • Compare the Articles of Confederation to the United States Constitution. • Explain how the separation of powers is maintained through checks and balances. • Describe how the federal system of government creates a division of power. • Determine how judicial review makes the Constitution a living document. • Examine how the rule of law affects everyday life. • Investigate the necessity for civic virtue.
	Objective 4 Investigate the organization and functions of the United States government. <i>Readings:</i> Cummings 12, 13, 14, 15 Huber 6, 7, 8 <i>Standard 1-4 Worksheet</i>	<ul style="list-style-type: none"> • Explain how legislative, executive, and judicial powers are distributed and shared among the three branches of national government. • Describe how the United States Congress makes laws. • Examine the ways in which the executive branch and bureaucracy carry out laws. • Investigate how laws are interpreted by courts through an adversarial process; i.e., plaintiff, defendant.
	Objective 1 Determine the relationship between the national government and the states. <i>Readings:</i> Cummings 3 Huber 1, 2, 10 <i>Standard 2-1 Worksheet</i>	<ul style="list-style-type: none"> • Identify and explain the concept of federalism. • Examine the debate between federal supremacy and states' rights.
Standard 2 Students will understand the distribution of power in the national, state, and local government in the United States federal system.	Objective 2 Analyze the role of local government in the United States federal system. <i>Readings:</i> Cummings 3 Huber 1, 2, 9, 10 <i>Standard 2-2 Worksheet</i>	<ul style="list-style-type: none"> • Describe the powers given to local governments. • Investigate the structure and function of local government. • Assess how federal monies influence local policy and decision-making. • Explore current issues affecting local governments.

CORE STANDARDS FOR THE COURSE

Standard	Objective	Outcome
Standard 3 Students will understand the protections and privileges of individuals and groups in the United States.	Objective 1 Assess the freedoms and rights guaranteed in the United States Constitution. <i>Readings:</i> Cummings 4, 5 <i>Video:</i> Unconstitutional – The War on Our Civil Liberties <i>Standard 3-1 Worksheet</i>	<ul style="list-style-type: none"> • Determine the rights and liberties outlined in the Bill of Rights. • Examine how the Bill of Rights promotes civil rights and protects diversity. • Assess the significance of the First and Fourteenth Amendments.
	Objective 2 Analyze how civil rights and liberties have been changed through court decisions. <i>Readings:</i> Cummings 4, 5 <i>Standard 3-2 Worksheet</i>	<ul style="list-style-type: none"> • Examine how the Bill of Rights promotes a just legal system. • Identify landmark cases and their impact on civil rights and individual liberties; e.g., Dred Scott, Plessey, Brown, Miranda, Gideon, Bakke
Standard 4 Students will understand the responsibilities of citizens in the United States.	Objective 1 Investigate the responsibilities and obligations of a citizen. <i>Readings:</i> Cummings 6 – 11 Huber 3, 4, 5, 10 <i>Video:</i> American Blackout <i>Standard 4-1 Worksheet</i>	<ul style="list-style-type: none"> • Assess the need to obey laws. • Examine the election and voting process. • Examine the United States tax system. • Investigate the major political parties and their ideas.
	Objective 2 Investigate ways in which responsible citizens take part in civic life. <i>Readings:</i> Cummings 6 – 11 Huber 3, 4, 5 <i>Service Project</i>	<ul style="list-style-type: none"> • Evaluate the need for civic dialogue in maintaining a democratic society; e.g., public meetings, mass meetings. • Participate in activities that promote the public good; e.g., the voting process, jury duty, community service.
	Objective 3 Assess methods for respectfully dealing with differences. <i>Readings:</i> Cummings 4 – 8 Huber 3, 4 <i>Video:</i> Control Room <i>Standard 4-3 Worksheet</i>	<ul style="list-style-type: none"> • Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation. • Develop an understanding of the role of civility in dealing with individual and group differences. • Analyze and evaluate the role of public opinion, interest groups and media in conflict resolution and policy formation.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLO)

Student learning outcomes are written statements that represent faculty and departmental learning goals for students. After successful completion of a program or degree at Imperial Valley College, students are expected to have measurable improvement in the following areas:

- ISLO1: Communication Skills
- ISLO2: Critical Thinking Skills
- ISLO3: Personal Responsibility
- ISLO4: Information Literacy
- ISLO5: Global Awareness

POLS 102 American Government & Politics will provide students with learning opportunities to improve in four of the Institutional Student Learning Outcomes: Communication Skills (ISLO1), Critical Thinking Skills (ISLO2), Personal Responsibility (ISLO3), and Information Literacy (ISLO4).

Standard 1-1 Worksheet

1. Identify and summarize the philosophies of:

	Philosophy
John Locke	
Thomas Jefferson	
James Madison	
Alexander Hamilton	

2. Identify and investigate the events that led to the creation of the Constitution:

Event	Significance

3. Analyze how the idea of compromise affected the Constitution:

Proposals		
Virginia Plan	Introduced by:	Supported by:
	Features:	
New Jersey Plan	Introduced by:	Supported by:
	Features:	
Connecticut Compromise	Introduced by:	Supported by:
	Features:	

How did the idea of compromise affect the Constitution?

Standard 1-2 Worksheet

Name: _____

Cummings 1-2

1. What are the purposes and role of government?

--

2. Investigate the major ideas of the Declaration of Independence, the Articles of Confederation, and the Constitution:

Document	Major Ideas
Declaration of Independence	
Articles of Confederation	
Constitution	

3. Compare the Articles of Confederation to the United States Constitution:

	Articles of Confederation	Constitution
Sovereignty		
Executive		
Federal Courts		
Levying Taxes		
Interstate Commerce		
Representation of States		
Amending Document		
Powers of Congress		

Political Science 102 – American Government & Politics

SLO Pre-Survey: Civic Responsibility

This survey is designed to measure general attitudes and perceptions of civic responsibility. Please respond as honestly as possible, relying on your current feelings about the issues raised. Your responses will be kept confidential. Your name will not be connected to specific results of the survey.

Name: _____

Today's Date: _____

Instructor: _____

Student ID#: _____

Indicate your level of agreement with each of the following statements by circling the appropriate choice.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I have a good understanding of the needs and problems facing the community in which I live.	1	2	3	4
2	I often discuss and think about how political, social, local or national issues affect the community.	1	2	3	4
3	I participate in political or social causes in order to improve the community.	1	2	3	4
4	It is my responsibility to help improve the community.	1	2	3	4
5	I am aware of the important needs in the community.	1	2	3	4
6	I feel a personal obligation to contribute in some way to the community.	1	2	3	4
7	I am aware of what can be done to meet the important needs in the community.	1	2	3	4
8	Providing service to the community is something I prefer to let others do.	1	2	3	4
9	I have a lot of personal contact with people in the community.	1	2	3	4
10	I feel I have the power to make a difference in the community.	1	2	3	4
11	I often try to act on solutions that address political, social, local or national problems in the community.	1	2	3	4

		Strongly Agree	Agree	Disagree	Strongly Disagree
12	It is easy for me to put aside my self-interest in favor of a greater good.	1	2	3	4
13	I participate in activities that help to improve the community, even if I am new to them.	1	2	3	4
14	I try to encourage others to participate in community service.	1	2	3	4
15	Becoming involved in political or social issues is a good way to improve the community.	1	2	3	4
16	I believe that I can personally make a difference in the community.	1	2	3	4
17	I believe that I can have enough influence to impact community decisions.	1	2	3	4
18	I am or plan to become actively involved in issues that positively affect the community.	1	2	3	4
19	Being concerned about state and local issues is an important responsibility for everybody.	1	2	3	4
20	Being actively involved in community issues is everyone's responsibility, including mine.	1	2	3	4
21	I try to find time or a way to make a positive difference in the community.	1	2	3	4
22	I understand how political and social policies or issues affect members in the community.	1	2	3	4
23	I act responsibly in the community, pay taxes, and obey the laws.	1	2	3	4
24	I am active in community organizations and understand how government works.	1	2	3	4
25	I understand the democratic processes required to create change.	1	2	3	4
26	I am a citizen of the United States of America.	Yes		No	
27	I voted in the last election.	Yes		No	
28	Gender	Male		Female	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: BSS/PSYCHOLOGY

Course Number/Title or Program Title: PSYCH 101 INTRODUCTION TO PSYCHOLOGY

Contact Person/Others Involved in Process: Lead: KRISTA BYRD
R. STATON Others: GAGE-MOSHER;

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
PSYCHOLOGY; HUMAN RELATIONS	DIABILITY TECHNICIAN
NURSING (R.N.); NURSING (V.N.)	NURSING (V.N.)
DISABILITY TECHNICIAN	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Research and write a paper on a psychological topic using a number of data sources including at least one non-western point of view and integrating course-based concepts with identified research	Paper rubric	ISLO1; ISLO2; ISLO3; ISLO4; ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number	PSYCHOLOGY 101
2. People involved in summarizing and evaluating data	Ronald Gage-Mosher; Krista Byrd; Robin Staton
3. Data Results Briefly summarize the results of the data you collected.	<p>Communication (ISLO1) – course mean (0-4) = 3.23(Fall 08); 3.40(Spring 09) = current level is a good level of clear communication</p> <p>Critical thinking (ISLO2) – course mean (0-4) = 3.39; 3.20(Spring 09) = current level of critical thinking to meet the criteria for good.</p> <p>Personal responsibility (ISLO3)- course mean (0-4) = 1.76(Fall 08); 1.65(Spring 09) = current level shows a poor level of responsibility.</p> <p>Information Literacy (ISLO4) – course mean (0-4) was not assessed Fall 08; Spring 09 = 2.54 which shows an acceptable level of literacy.</p> <p>Global Awareness (ISLO5) – course mean (0-4) was not assessed iFall 08; Spring 09 = 3.22 which shows a good level of global awareness.</p> <p>These results indicate that while far too few students complete the assignment, those who do so are showing appropriate communication, critical thinking skills, information literacy, and global awareness for this course level.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Ronald Gage-Mosher was the sole instructor reporting completion this assessment during this cycle. More instructors will complete this ISLO during the Fall 2009 cycle.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? _____</p> <p>More instructors have agreed to complete this assignment for the spring 2009 cycle.</p>
5. Next Year (Optional) Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>Institutional funding is needed to complete instructor training toward making and assessing this ISLO requirement. Such funding is currently being sought in the proposed budget, though with the current budget constraints this may not occur. There also needs to be an internalized mechanism to ensure instructor ISLO compliance. This is currently missing.</p>
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process	

Rubric for Psychology 101 assigned non-western paper

	4	3	2	1	0
	excellent	good	average	poor	absent
ISLO -1 communication:	___	___	___	___	___
ISLO -2 critical thinking:	___	___	___	___	___
ISLO -3 personal responsibility:	___	___	___	___	___
ISLO-4 information literacy:	___	___	___	___	___
ISLO-5 global awareness:	___	___	___	___	___

Total score: ___/20

Each instructor submits the following for each class:

1. Mean ISLO-1 score
2. Mean ISLO-2 score
3. Mean ISLO-3 score
4. Mean ISLO-4 score
5. Mean ISLO-5 score
6. Mean total score

Criteria examples:

Communication: Excellent = smoothly presents ideas with originality; coherent and salient content with no distractors; no syntax or grammatical errors.

Good = clear coherent well developed prose using transitions and with no grammatical errors

Average = properly constructed prose with few grammatical or usage errors

Poor = understandable prose with small number of errors

Critical thinking: Excellent = fully developed coherent argument evaluating and synthesizing evidence, giving reasoned conclusions, and using appropriate citations

Good = clear development of logically cogent argument including comparing & contrasting of correctly cited authors' arguments with some alternative explanations

Average = coherent cohesive well developed theses with no fallacies.

Poor = some evidence of logical argument with few fallacies but some citations

Personality responsibility: Excellent = assignment on time; no format errors; content exceeds required

Good = assignment in perfect format with no errors

Average = assignment delivered in appropriate format on time

Poor = assignment delivered on time with some format errors

Information literacy: Excellent = uses only primary sources of information from more than one venue.

Good = uses mainly primary sources of information, but some secondary; uses differing sources of information; writer's voice consistent

Average = uses one or few differing sources of information; lacks consistent writer voice

Poor = evidence of basic computer skills including spell/grammar check; lacks some citations

Global awareness: Excellent = integration or evaluation of western & non-western perspectives

Good = appropriate comparing & contrasting of cultural perspectives

Average = some evidence of knowledge of non-western cultural impact

Poor = little evidence of non-western cultural awareness

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: BSS/PSYCHOLOGY

Course Number/Title or Program Title: PSYCH 200 BIOLOGICAL PSYCHOLOGY

Contact Person/Others Involved in Process: Lead: GAGE-MOSHER Others: BYRD

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
PSYCHOLOGY	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Write a number of critical thinking response papers integrating issues developed in class and textbook	Paper rubric	ISLO1; ISLO2; ISLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

<p>Course Number</p>	<p>PSYCHOLOGY 200</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Ronald Gage-Mosher; Krista Byrd</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Communication (ISLO1) – course mean (0-4) = 3.00 = current level is a good level of clear communication</p> <p>Critical thinking (ISLO2) – course mean (0-4) = 2.55 = current level of critical thinking, while above average is not yet meet criteria for good.</p> <p>Personal responsibility (ISLO3)- course mean (0-4) = 3.24 = current level is very good.</p>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above sults.</p>	<p>While current levels of communication and responsibility are at acceptable levels, the level of critical thinking can be improved. The process of improving critical thinking will be accomplished by increasing the use of explicit modeling by the instructor of the level of thinking that is expected in this course.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p> <p>The increase in modeling will not involve any curricular change.</p>
<p>5. Next Year (Optional) Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	
<p>6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.</p>	

Rubric for assigned critical thinking response papers in Psychology 200:

	4	3	2	1	0
	excellent	good	average	poor	absent

(ISLO -1 communication:	___	___	___	___	___
ISLO -2 critical thinking:	___	___	___	___	___
ISLO -3 personal responsibility:	___	___	___	___	___

Total score: ___/12

Each instructor submits the following for each class:

1. Mean ISLO-1 score
2. Mean ISLO-2 score
3. Mean ISLO-3 score
4. Mean total score

Criteria examples:

Communication: Excellent = smoothly presents ideas with originality; coherent and salient content with no syntax or grammatical errors

Good = clear coherent well developed prose using transitions and with no grammatical errors

Average = properly constructed prose with few grammatical or usage errors

Poor = understandable prose with small number of errors

Critical thinking: Excellent = fully developed coherent argument evaluating & synthesizing evidence; giving reasoned conclusions

Good = clear development of logically cogent argument giving & evaluating evidence

Average = coherent cohesive well developed theses with no fallacies.

Poor = some evidence of logical argument with few fallacies

Personality responsibility: Excellent = assignment exceptionally written; content exceeds required

Good = assignment in perfect format with no errors

Average = assignment delivered in appropriate format on time

Poor = assignment delivered on time with some format errors

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: PSYCHOLOGY

Course Number/Title or Program Title: PSYCH 208 ABNORMAL PSYCHOLOGY

Contact Person/Others Involved in Process: Lead: GAGE-MOSHER Others: BYRD; STATON

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
PSYCHOLOGY	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool <small>(e.g., exam, rubric, portfolio)</small>	Institutional Outcome* <small>(e.g., ISLO1, ISLO2)</small>
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Research and write a critical thinking paper, using APA formatting, on a topic developed in the class or textbook evaluating and integrating a number of data sources and including at least one non-western point of view.	Paper rubric	ISLO1; ISLO2; ISLO3; ISLO4; ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



Course Number & Date of Assessment Cycle Completion	Course: Psychology 208 Date: 5/27/2009
2. People involved in summarizing and evaluating data	Ronald Gage-Mosher
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: ISLO1 – communication. Course mean (0-4) = 3.41 = current level indicates a good, but not excellent level of communication.</p> <p>Outcome 2: ISLO2 – critical thinking. Course mean (0-4) = 3.46 = current level indicates a good ability of critical thinking.</p> <p>Outcome 3: ISLO3 – personal responsibility. Course mean (0-4) = 3.60 = current level indicates a good level of personal responsibility</p> <p>Outcome 4: ISLO4 – information literacy. Course mean (0-4) = 3.46 = current level indicates a good level of information literacy</p> <p>Outcome 5: ISLO5 – global awareness. This ISLO was not assessed during this course this semester.</p>
Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Assessments for the first four ISLOs indicated that at this level of instruction students are performing at acceptable levels. In the future ISLO5 will also be assessed. It is unclear the degree to which the generally good levels of student performance was a function of the course or to a student selection factor since this course is one designed primarily for future behavioral science majors who will be working in the field.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>NO</u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

6. After-Thoughts

Feel free to celebrate, vent, or otherwise discuss the process.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date: 07/08/2009

Department Name: Behavioral and Social Sciences

Course Number/Title or Program Title: Sociology 110 Marriage and the Family

Contact Person/Others Involved in Process: Lead: Claudia Macias Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Student will prepare a Genogram and present it to the class.	Research paper, oral/visual presentation	ISLO 1, ISLO 3, ISLO 4
Outcome 2: Student will conduct an interview with a marriage counselor and prepare a paper.	Paper	ISLO 1, ISLO 3, ISLO 4
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Student will research and present a Genogram (Family Tree)	Research, Class Presentation	ISLO 1, ISLO 3, ISLO 4
Outcome 2: Student will interview a marriage counselor and document finding in paper	Research, Paper	ISLO 1, ISLO 3, ISLO 4
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;

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<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: _____ Date: _____</p>
<p>2. People involved in summarizing and evaluating data</p>	
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: _____</p> <p>Outcome 2: _____</p> <p>Outcome 3: _____</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	

6. After-Thoughts

Feel free to celebrate, vent, or otherwise discuss the process.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encouraged to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data (full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Business Accounting Technician	Agricultural Business Management
Business Financial Services	Business Accounting Technician
Business Management	Business Financial Services
Business Marketing	Business Management, Business Marketing

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Demonstrate knowledge of accounting concepts to analyze, journalize, and post transactions.	Chapter Exam	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: Bus 10 Date: March, 2009
2. People involved in summarizing and evaluating data	Judy Santistevan
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: A chapter exam was used to measure the students' knowledge and performance of accounting concepts by analyzing, journalizing and posting transactions. Two sections of Bus 10 with 48 students took the exam. The results:</p> <ul style="list-style-type: none"> 27 students scored an A 10 students scored a B 7 students scored a C 2 students scored a D 2 students scored an F <p>56% of students demonstrated outstanding performance skills 21% of students demonstrated satisfactory performance skills 15% of students demonstrated acceptable performance skills 4% of students demonstrated marginal performance skills 4% of students demonstrated unacceptable/ needed improvement performance skills</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Based on the above results, I don't plan to make any changes as 92% of the students earned a C grade or better. <p>**Will this include a change to the curriculum (i.e. course outline)? <u> No</u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>Yes, it was effective. Assessing the students' scores allowed me to see what was working and what was not. This was a work-based performance exam.</p> <p>No, I don't plan to change the assessment for next year. I would like to use the same for comparison.</p>
6. After-Thoughts Feel free to celebrate,	

**Bus 10 Practical Accounting
Grading Rubric**

Analyze, journalize, post transactions

90 - 100%	= A	Especially skillful identification and analysis of accounting concepts
80 - 89%	= B	Clear and competent use of accounting concepts
70 - 79%	= C	Accurate but limited use of account concepts
60 - 69%	= D	Limited grasp of accounting concepts
59% and below	= F	Inaccurate use of accounting concepts

NAME _____

DATE _____

BUS 10 Chapter 4 EXAM

Directions:

1. Analyze and journalize the May transactions into the Journal
2. Post into the Ledger
3. Prepare an end-of-the month Trial Balance

Susan Poe started a business, Poe's Connections. She provides resource referral services whereby she helps businesses locate vendors of specialty products and vice versa. She charges a referral fee to her clients who may be businesses or vendors. She has a part-time clerk who enters information into a database to match requests with potential users or suppliers. Her chart of accounts is a follow:

Assets

101 Cash
122 Accounts Receivable
182 Office Furniture

Revenues

401 Referral Fees

Liabilities

202 Accounts Payable

Expenses

511 Wages Expense
521 Rent Expense

Owner's Equity

311 Susan Poe, Capital
312 Susan Poe, Drawing

Transactions:

20xx

May 1 Susan invest \$5,000 cash to start the business
5 Purchased office furniture on account, \$3,000
9 Paid office rent for the month, \$450
10 Received fees for referral services, \$500
15 Made payment on account (for office furniture), \$100
20 Earned referral fees: \$125 cash and \$175 on account
25 Paid wages to clerk for part-time work, \$400
28 Withdrew cash for personal use, \$100
29 Received cash for referral services previously rendered, \$150

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Business Accounting Technician	Business Accounting Technician
Business Office Technician	Business Office Technician
	Library Technician

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Recognize and apply English grammar usage when analyzing and writing business-related sentences.	Chapter Quiz	SLO1, SLO2, SLO3, SLO4
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: Bus 061 Date: March, 2009
2. People involved in summarizing and evaluating data	Judy Santistevan
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: A chapter quiz was used to measure the students' knowledge of English grammar and apply it in business writing. One section of Bus 61 with 18 students took the quiz. The results:</p> <ul style="list-style-type: none"> 0 students scored an A 1 students scored a B 2 students scored a C 3 students scored a D 12 students scored an F <p>0% of students demonstrated outstanding skills 6% of students demonstrated satisfactory skills 11% of students demonstrated acceptable skills 17% of students demonstrated marginal skills 66% of students demonstrated unacceptable and needed improvement skills</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>The chapter quiz was administered during the second week of class. Only 17% of students were able to recall standard rules of English grammar and demonstrate acceptable skills. 83% of students demonstrated marginal or unacceptable and needed improvement skills. Based on these results, a review of basic English grammar will be necessary. Students working in groups to review and to write would be beneficial.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>No</u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>Yes, it was an effective process. I won't change the SLO, but another assessment such as a writing project could be used.</p>
6. After-Thoughts Feel free to celebrate, vent, or otherwise	

**Bus 61 Business English
Grading Rubric**

Recognize and apply English grammar usage when analyzing and writing business-related sentences

90 – 100% = A	Exceptional understanding and application of standard English grammar	<ul style="list-style-type: none"> •Correct punctuation and capitalization; •Correct spelling; and •Correct identification and usage of parts of speech
80 – 89% = B	Effective understanding and application of standard English grammar	<ul style="list-style-type: none"> •Some incorrect instances of punctuation and capitalization; •Some incorrect instances of spelling; and/or •Some incorrect identification and usage of parts of speech
70 – 79% = C	Somewhat effective understanding and application of standard English grammar	<ul style="list-style-type: none"> •Several incorrect instances of punctuation and capitalization; •Several incorrect instances of spelling; and/or •Several incorrect identification and usage of parts of speech
60 – 69% = D	Marginal effective understanding and application of standard English grammar	<ul style="list-style-type: none"> •Many incorrect instances of punctuation and capitalization; •Many incorrect instances of spelling; and/or •Many incorrect identification and usage of parts of speech

Name _____

Date _____

QUIZ, CHAPTER 3, SENTENCE ELEMENTS, PATTERNS, TYPES

Bus 61 – BUSINESS ENGLISH

1. In the sentence *The best sales proposal in this division was written by Natalya*, the simple subject is (a) sales, (b) proposal, (c) division, (d) Natalya. _____
2. *Although sales increased this year* is considered a (a) complete sentence, (b) complement, (c) fragment, (d) comma splice. _____
3. In the sentence *The innovative founder of Amazon.com is Jeff Bezos*, the complement is (a) innovative, (b) founder, (c) Amazon.com, (d) Jeff Bezos. _____
4. In the command *Submit your expense report by tomorrow*, the simple subject is (a) Submit, (b) report, (c) tomorrow, (d) you. _____
5. In the sentence *He could have been promoted*, the principal verb is (a) could, (b) have, (c) been, (d) promoted. _____

Write *a, b, c,* or *d* after each of the following groups of words to indicate whether it represents a correctly punctuated sentence, a fragment, a comma splice, or a run-on.

- | | |
|----------------------------------|--------------------|
| a. correctly punctuated sentence | c. comma splice |
| b. fragment | d. run-on sentence |

6. Some European countries require that a certain percentage of a building's light come from outdoors, this movement is called "daylighting." _____
7. Because daylighting improves energy efficiency and results in increased productivity. _____
8. Some stores emphasizing daylighting report reduced employee absenteeism others report fewer work errors. _____
9. Although construction costs were higher, a Wal-Mart experimental store reported increased sales in the daylit half of the store. _____
10. A special daylit Lockheed building cut lighting costs by 75 percent, it also cut overall energy costs in half. _____
11. Write a complete business-related sentence illustrating a subject, linking verb, and complement. Underline the subject once and the linking verb twice. Circle the complement. _____
12. Write a complete a business-related sentence illustrating a subject, action verb, and object. Underline the subject once and the action verb twice. Circle the object. _____

Grading Scale

12 or 13 = 100%	+9 = 75%	+6 = 50%
+11 = 92	+8 = 67	+5 = 42
+10 = 83	+7 = 58	+4 = 33

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date: March 30, 2009

Department Name: Business

Course Number/Title or Program Title: BUS 126 Business and the Legal Environment

Contact Person/Others Involved in Process: Lead: Jeff Beckley Others: Craig Blek

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Business Administration	Business Administrative Assistant
Business Administrative Assistant	Business Financial Services
Business Financial Services	Business Management
Business Management	Business Marketing
Business Marketing	Business Retail Management
Legal Assistant	Legal Assistant

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Outcome 1: Evaluate and analyze three distinct legal case problems and communicate the results demonstrating writing competencies at the college level.	Paper Rubric	ISLO 1, ISLO 2, ISLO 4
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: BUS 126	Date: March 30, 2009
2. People involved in summarizing and evaluating data	Jeff Beckley and Craig Blek	
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Papers were evaluated in which students were required to perform analysis of three separate legal cases. Students were expected to analyze a set of facts, keying on the critical facts; to recognize the legal issue that arises from those facts; to decide which law would be properly applied to resolve the legal issue; then to apply the law to the facts and reach an appropriate conclusion. A "written paper" rubric with a 30-point scale was used to evaluate the papers. The rubric included such areas as organization, creativity and completeness, factual conclusions, legal conclusions and overall presentation. Fifty students attempted the paper. Of these, twenty-six passed the paper with a score of 70% or above and twenty-four did not pass with the required score, for an effective pass rate of fifty-two percent. Of those not passing, six were negatively affected by either (1) not turning the paper in on time, which resulted in a 9-point deduction, or (2) not analyzing all the cases, which resulted in a 10-point deduction per missed case. Seven more scored within one point of a passing grade. The most common problem for the others not passing was poor legal analysis in combination with poor written presentation. Also, of those not passing the paper, eight performed well enough on the final exam, which basically consists of the same analysis as that required in the paper, to pass the course with a score of 70% or above. This seemingly indicates that they continued to develop their analytical skills as the course progressed, which is an encouraging sign.</p>	
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Even though I already stress legal analytical skills literally from Day One of every course, I intend to re-double my efforts to ensure that students have a clearer understanding of what it is and how it is done. To this end, I intend to assign more cases for practice as homework, because the best way to learn this skill is to practice it. I typically do not grade these cases, rather I expect students to do them as part of the learning process. Perhaps this is naïve. The cases are analyzed in class. However, I am considering some form of grading in an attempt to get more students to do the assigned work; work that is critical to developing an ability to adequately perform legal analysis</p> <p>**Will this include a change to the curriculum (i.e. course outline)? No</p>	
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., after the SLO, assessment, faculty discussion process, strategy for providing	<p>I believe the process was effective. The assigned cases for the paper are extended versions of what is done in class and the paper itself is an excellent indicator for me as to which students are "getting it." I do intend to more specifically point out to students the "soft areas" of the paper—those that don't require factual and legal analysis—and to encourage students with poor writing skills to get help from the sources available on campus. Ultimately, student success on this paper is a result of work put in during the body of the course by the student in learning to look with a critical eye at legal problems. I will continue to stress to students the importance of "putting their time in" because those who</p>	

4/9/2009 7:51 AM

so, how?	do are typically successful on the paper and those who don't are typically unsuccessful.
<p>After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

✓

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Business Administration	Business Administrative Assistant
Business Administrative Assistant	Business Financial Services
Business Financial Services	Business Management
Business Management	Business Marketing
Business Marketing	Business Retail Management
Legal Assistant	Legal Assistant

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Outcome 1: Evaluate and analyze three distinct legal case problems and communicate the results demonstrating writing competencies at the college level.	Paper Rubric	ISLO 1, ISLO 2, ISLO 4
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: BUS 126	Date: March 30, 2009
2. People involved in summarizing and evaluating data	Jeff Beckley and Craig Blek	
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Papers were evaluated in which students were required to perform analysis of three separate legal cases. Students were expected to analyze a set of facts, keying on the critical facts; to recognize the legal issue that arises from those facts; to decide which law would be properly applied to resolve the legal issue; then to apply the law to the facts and reach an appropriate conclusion. A "written paper" rubric with a 30-point scale was used to evaluate the papers. The rubric included such areas as organization, creativity and completeness, factual conclusions, legal conclusions and overall presentation. Fifty students attempted the paper. Of these, twenty-six passed the paper with a score of 70% or above and twenty-four did not pass with the required score, for an effective pass rate of fifty-two percent. Of those not passing, six were negatively affected by either (1) not turning the paper in on time, which resulted in a 9-point deduction, or (2) not analyzing all the cases, which resulted in a 10-point deduction per missed case. Seven more scored within one point of a passing grade. The most common problem for the others not passing was poor legal analysis in combination with poor written presentation. Also, of those not passing the paper, eight performed well enough on the final exam, which basically consists of the same analysis as that required in the paper, to pass the course with a score of 70% or above. This seemingly indicates that they continued to develop their analytical skills as the course progressed, which is an encouraging sign.</p>	
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Even though I already stress legal analytical skills literally from Day One of every course, I intend to re-double my efforts to ensure that students have a clearer understanding of what it is and how it is done. To this end, I intend to assign more cases for practice as homework, because the best way to learn this skill is to practice it. I typically do not grade these cases, rather I expect students to do them as part of the learning process. Perhaps this is naive. The cases are analyzed in class. However, I am considering some form of grading in an attempt to get more students to do the assigned work; work that is critical to developing an ability to adequately perform legal analysis</p> <p>**Will this include a change to the curriculum (i.e. course outline)? No</p>	
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process,	<p>I believe the process was effective. The assigned cases for the paper are extended versions of what is done in class and the paper itself is an excellent indicator for me as to which students are "getting it." I do intend to more specifically point out to students the "soft areas" of the paper—those that don't require factual and legal analysis—and to encourage students with poor writing skills to get help from the sources available on campus. Ultimately, student success on this paper is a result of work put in during the body of the course by the student in learning to look with a critical eye at legal problems. I will continue</p>	

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<p>strategy for providing SLO to student)? If so, how?</p>	<p>to stress to students the importance of "putting their time in," because those who do are typically successful on the paper and those who don't are typically unsuccessful.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	

The ASSESSMENT CYCLE: Closing the Assessment Loop

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3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
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Then, answer "Yes" or "No" to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year's syllabus.
6. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form



Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Agricultural Business Management	Agricultural Business Management
Business Financial Services	Business Financial Services
Business Management	Business Management
Business Marketing	Business Marketing
	Business Retail Management

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example		
Outcome 1: Demonstrate an ability to productively work as a team member with people of diverse experiences and backgrounds by exchanging ideas and viewpoints with other team members to develop a united position for negotiating a solution to a common business problem in a negotiation scenario against members of another team and then successfully conclude the negotiation.	Negotiation Rubric	ISLO 1, ISLO 2, ISLO 3, ISLO 5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	<p>Course: BUS 132 Date: March 30, 2009</p>
2. People involved in summarizing and evaluating data	<p>Jeff Beckley and Craig Blek</p>
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: The negotiation exercises were evaluated in five areas: (1) Task Focus and Participation, (2) Teamwork and Information Sharing, (3) Listening and Discussion, (4) Problem Solving, and (5) Negotiation Skills. The students' first and second negotiation sessions were compared for analysis. Twenty students took part in both sessions. For the first session, 18 of the twenty students passed the negotiation exercise. Most (14) were outstanding or above average in all analyzed areas. The students who were less than outstanding were found to have either lacked a consistent focus on the task and/or lacked (or failed to utilize) problem-solving skills during the negotiating sessions. Instructors noticed that the two students who failed had significant problems with oral communication in the English language. Nineteen students passed the second negotiation exercise. This time, all were outstanding or above average in all analyzed areas. Even the students who did well on both exercises performed better the second time around. The students apparently took the lessons learned from the first exercise and constructively applied them to the second exercise. The one student who failed the second exercise was not present during all negotiating sessions and, when present, was not engaged in the exercise.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Based on these results, and on student comments, I plan to continue to use these exercises in this class as an evaluation tool. However, next semester and in future semesters, this class will be taught online. Therefore, my task becomes developing negotiation exercises that can be performed online. I am currently engaged in such development. In Fall 2009, my plan is to have students perform one online negotiation exercise and then have the students come to campus for a face-to-face negotiation exercise. This will be my first online class, so I look forward to discovering whether or not this is a reasonable expectation for students in the online environment.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? No</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>I believe the process was effective. As indicated above, I will continue to use this exercise as an assessment tool. The changes will involve moving to the online environment as previously discussed. Besides these changes, I plan to develop and begin to implement at least two more Student Learning Outcomes for this course.</p> <p style="text-align: right;">4/9/2009 7:54 AM</p>

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form



Date: March 2009

Department Name: Business

Course Number/Title or Program Title: BUS 132 Business Management

Contact Person/Others Involved in Process: Lead: Jeff Beckley Others: Craig Blek

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Agricultural Business Management	Agricultural Business Management
Business Financial Services	Business Financial Services
Business Management	Business Management
Business Marketing	Business Marketing
	Business Retail Management

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example		
Outcome 1: Demonstrate an ability to productively work as a team member with people of diverse experiences and backgrounds by exchanging ideas and viewpoints with other team members to develop a united position for negotiating a solution to a common business problem in a negotiation scenario against members of another team and then successfully conclude the negotiation.	Negotiation Rubric	ISLO 1, ISLO 2, ISLO 3, ISLO 5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: BUS 132 Date: March30, 2009
2. People involved in summarizing and evaluating data	Jeff Beckley and Craig Blek
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: The negotiation exercises were evaluated in five areas: (1) Task Focus and Participation, (2) Teamwork and Information Sharing, (3) Listening and Discussion, (4) Problem Solving, and (5) Negotiation Skills. The students' first and second negotiation sessions were compared for analysis. Twenty students took part in both sessions. For the first session, 18 of the twenty students passed the negotiation exercise. Most (14) were outstanding or above average in all analyzed areas. The students who were less than outstanding were found to have either lacked a consistent focus on the task and/or lacked (or failed to utilize) problem-solving skills during the negotiating sessions. Instructors noticed that the two students who failed had significant problems with oral communication in the English language. Nineteen students passed the second negotiation exercise. This time, all were outstanding or above average in all analyzed areas. Even the students who did well on both exercises performed better the second time around. The students apparently took the lessons learned from the first exercise and constructively applied them to the second exercise. The one student who failed the second exercise was not present during all negotiating sessions and, when present, was not engaged in the exercise.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Based on these results, and on student comments, I plan to continue to use these exercises in this class as an evaluation tool. However, next semester and in future semesters, this class will be taught online. Therefore, my task becomes developing negotiation exercises that can be performed online. I am currently engaged in such development. In Fall 2009, my plan is to have students perform one online negotiation exercise and then have the students come to campus for a face-to-face negotiation exercise. This will be my first online class, so I look forward to discovering whether or not this is a reasonable expectation for students in the online environment.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? No</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If	<p>I believe the process was effective. As indicated above, I will continue to use this exercise as an assessment tool. The changes will involve moving to the online environment as previously discussed. Besides these changes, I plan to develop and begin to implement at least two more Student Learning Outcomes for this course.</p>

so, how?	
<p>After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	

The ASSESSMENT CYCLE: Closing the Assessment Loop

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6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Business Marketing	Business Marketing
	Business Retail Management

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Create and develop an effective sales presentation including at least one visual aid, deliver the presentation to the class using appropriate oral communication techniques and defend the presentation by providing relevant answers to questions posed by classmates.	Presentation Rubric	ISLO 1, ISLO 2, ISLO 3, ISLO 4
Outcome 2:		
Outcome 3:		

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***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: BUS 144 Date: June 30, 2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Jeff Beckley and Craig Blek</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Oral presentations were evaluated in which students had to deliver a speech to the class in which the students were selling a product. The speeches were persuasive presentations and included the use of a visual aid and responses to appropriate questions concerning the content of the speech and the product being sold. A "presentation" rubric was used to evaluate the presentations. The rubric included such areas as persuasion, content and organization, materials and aids, delivery, audience awareness and response, and length of speech. Eleven students delivered such a presentation. Nine of these students passed the project with a score of 70% or above and two did not pass with the required score, for an effective pass rate of approximately eighty-one percent. This is very impressive on the part of the students involved and probably reflects their substantial interest in the subject matter of the course. The two students who did not pass the presentation were seemingly unprepared and, as a result, did not know enough about their chosen product to be persuasive.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>I don't see the need for major changes to this particular assignment. In Spring semester 2010 this course will be delivered in an online format so the challenge becomes incorporating a face-to-face persuasive presentation in an online course. Or, do I use a remote presentation via computer? (Perhaps, in the future, but not now.) This assignment typically comes very near to the end of the course and, by then, most students in the class are comfortable with the class and their classmates. This makes delivering an oral presentation much easier. I look forward to observing the dynamic of oral presentations made to a room full of mostly strangers. This is probably a more relevant situation in the real world so I think it will be useful. *Will this include a change to the curriculum (i.e. course outline)? No</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>I believe the process was effective. A major part of marketing is persuasion and this assignment directly involves the students in persuading others to their point of view. The process was effective for me in that I developed a set of specific criteria by which to evaluate the presentations. I do not intend to change the assignment for next year although I may do so at some point in the future as I move to teaching this class online.</p> <p style="text-align: right;">7/13/2009 8:43 AM</p>

<p>After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	

The ASSESSMENT CYCLE: Closing the Assessment Loop

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2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
CIS	CIS

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Demonstrate keyboarding speed and accuracy proficiency on a 5-minute timed writing.	Textbook 5-minute timed writings	ISLO1, ISLO2, SLO3, ILSO4
Outcome 2: Measure overall keyboarding speed and accuracy skill-development progress on a 5-minute timed writing.	Textbook 5-minute timed writings	ISLO1, ISLO2, ISLO3, ILSO4
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: Bus 156 Date: 6/24/09
2. People involved in summarizing and evaluating data	Judy Santistevan
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Based on 5-minute timed writings: gross minus errors (10 error or less) equals net score. 17% Exceeded standard (60+net) 12% Above standard (50+) 47% Meets standard (40+) 12% Below standard (30+) 12% Does not meet standard (0-29)</p> <p>76% of students earned a Keyboarding Skill Level Certificate</p> <p>Outcome 2:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Based on the above result, I don't plan to make any changes.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u> No </u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>Yes, it was effective. After the third week, Timed Writings are taken on a daily basis. Therefore, students are able to demonstrate and verify their speed and accuracy each day.</p> <p>No, I don't plan to change the assessment for next year.</p>

BUS 156

KEYBOARDING: SPEED AND ACCURACY

Assessment

NAME _____ BASE SCORE _____
SEMESTER GOAL _____ DATE _____

The following is a breakdown of how your final grade is determined in BUS 156:

50% Speed Average (net words a minute)

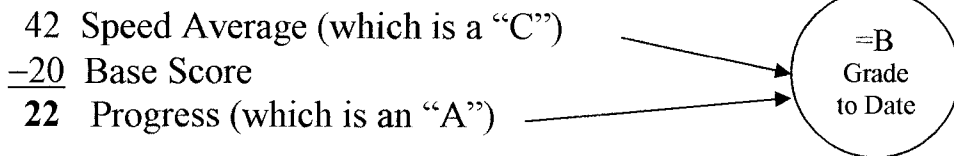
60+	A	Exceeds standard
50 – 59	B	Above standard
40 – 49	C	Meets standard
30 – 39	D	Below standard
Below 29	F	Does not meet standard

50% Progress*(Speed Average minus Base Score)

20+	A	Outstanding accomplishment
15 – 19	B	Better than average accomplishment
10 – 14	C	Average accomplishment
5 – 9	D	Limited accomplishment
0 – 4	F	Little or no accomplishment

*Progress is determined by subtracting your base score from your speed average.

Example:



IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Business Accounting Technician	Business Accounting Technician
Business Office Technician	Business Office Technician

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., SLO1, SLO2)
Create a report where essential MS Word 2007 functions are used.	Project Assignment Rubric	ISLO2, ISLO3, ISLO5
Design and create an online form for a company retreat. During this process, analyze and reinforce writing and critical thinking skills.	Project Assignment Rubric	ISLO1, ISLO2, ISLO3, ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

***Institutional Outcomes: SLO1 = communication skills; SLO2 = critical thinking skills; SLO3 = personal responsibility; SLO4 = information literacy; SLO5 = global awareness**

1. Course Number & Date of Assessment Cycle Completion

Course: BUS 164

Date: March 12, 2009

2. People involved in summarizing and evaluating data

Angelica Ruiz, Associate Business Professor

Valerie Rodgers, Division Chair

3. Data Results

Briefly summarize the results of the data you collected.

Outcome 1: Most students demonstrated proficiency in software mastery

Outcome 2: Students demonstrated great organizational skills

Outcome 3: Students need to assess the outcomes of their project and adjust font sizes, center ta

Chapter 4 Hands-on Exam

Students created a proposal adding the following features:

BUS 164 Test Chapter 4		
Total Pts./Ltr. Grade	# of Students	Percent %
400-360 / A	16	100-90%
359-320/B	8	89-80%
319-280/C	2	79-70%
279-240/D	0	69-60%
239-0/F	0	59-0%
Students Absent	0	

4. Course / Program Improvement

Please describe what change(s) you plan to implement based on the above results.

I will teach them to assess their own project and identify areas that could be improved. An example information from top to bottom, avoiding too much empty space.

****Will this include a change to the curriculum (i.e. course outline)?**

5. Next Year
Was the process effective?
Will you change the outcome/assessment for next year?
e.g., alter the CLO, assessment, faculty discussion

The evaluation assessment rubric was a great tool to follow. It showed consistency in the areas as

BUS 164 Spring 2009

SLO Assesment Rubric

Hands-on Microsoft Word Exam

Total students enrolled: 24

Chapter 4 Hands-on Exam

Students created a proposal adding the following features:

- Added Clip Art, Smart Art, Watermark, Borders and Shading, and Tables
- Typed content following exam instructions

BUS 164 Test Chapter 4		
Total Pts./Ltr. Grade	# of Students	Percent %
400-360 / A	16	100-90%
359-320/B	8	89-80%
319-280/C	2	79-70%
279-240/D	0	69-60%
239-0/F	0	59-0%
Students Absent	0	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Bus Accounting Technician	Bus Accounting Technician
Bus Administrative Assistant	Bus Administrative Assistant
Bus Office Technician	Bus Office Technician

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Demonstrate knowledge of basic math skills using the 10-key.	Progress Test	ISO1, ISLO2, ISLO3 ISLO4, ISLO5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

IMPERIAL VALLEY COLLEGE

1. Course Number & Date of Assessment Cycle Completion	<p style="text-align: center;">Course: Bus 167 Date: 6/24/09</p>
2. People involved in summarizing and evaluating data	<p style="text-align: center;">Judy Santistevan</p>
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: A Unit Progress Exam was used to assess the basic math skills using the 10-key calculator.</p> <p>60% (18) = A 20% (6) = B 13% (4) = C 3% (1) = D 3% (1) = F</p> <p>Overall 93% of the students earned a "C" or better indicating average to outstanding basic math skills and calculator proficiency</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Based on the above results, I don't plan to make any changes.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>No</u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>Yes, it indicated knowledge of basic math skills using a 10-key calculator.</p> <p>No, I don't plan the assessment for next year.</p>
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

Bus 167 Business Calculations
Calculator and Basic Math Rubric

90 – 100%	= A	Demonstrates outstanding basic math skills and calculator proficiency
80 – 89%	= B	Demonstrates better than average basic math skills and calculator proficiency
70 – 79%	= C	Demonstrates average basic math skills and calculator proficiency
60 – 69%	= D	Demonstrates limited math skills and calculator proficiency
59% and below	= F	Demonstrates very little or no basic math skills and calculator proficiency

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date: March 30, 2009 (revised)
 Department Name: Office Administration

Course Number/Title or Program Title: Bus 260 Business Communication

Contact Person/Others Involved in Process: Lead: Judy Santistevan Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Bus Administration, Bus Administrative Assistant, Bus Financial Services,	Bus Administrative Assistant, Bus Financial Services,
Bus Management, Bus Marketing	Bus Management, Bus Marketing, Bus Office Technician
Bus Office Technician	Court Services Specialist, Library Technician

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Develop and present oral presentation	Presentation rubric	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

1. Course Number & Date of Assessment Cycle Completion	Course: Bus 260 Date: June 11, 2009
2. People involved in summarizing and evaluating data	Judy Santistevan
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Overall, students scored well on the PowerPoint and oral presentation. Most presented info in a logical sequence which the audience could follow. Most demonstrated knowledge of subject area and could answer questions, however, several scored lower in this area. The mechanics and PowerPoint slides were excellent with only <u>minor</u> errors. Students scored the lowest in the elocution and eye contact areas with low voices and info being read. Twenty-four students total.</p> <p>44% A Demonstrated excellent skills 56% B Demonstrated good skills</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Based on the above result, I don't plan to make any changes. I will reinforce the Student Presentation Rubric expectations and standards.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u> No </u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>Yes, it was effective for me and the students. Student observing their peers was also valuable.</p> <p>No, I don't plan to change the assessment for next year. I will use the same for comparison</p>
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

EVALUATING STUDENT PRESENTATIONS RUBRIC

Evaluator _____
 Class _____

Student _____
 Date _____

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information	Audience has difficulty following presentation because student jumps around	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which the audience can follow
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject	Student is uncomfortable with information and is able to answer only rudimentary questions	Student is at ease with expected answers to all questions, but fails to elaborate	Student demonstrate full knowledge (more than required) by answering all class questions with explanations and elaboration
Mechanics	Presentation has four or more spelling errors and/or grammatical errors	Presentation has three misspellings and/or grammatical errors	Presentation has no more than two misspellings and/or grammatical errors	Presentation has no misspellings or grammatical errors
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation	Student's graphics relate to text and presentation	Student's graphics explain and reinforce screen text and presentation
Elocution	Student mumbles, incorrectly pronounces terms, and speaks to quietly for students in the back of class to hear	Student's voice is low. Student incorrectly pronounces some terms. Audience members have difficulty hearing	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear
Eye Contact	Student reads all of report with no eye contact	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes	Student maintains eye contact with audience, seldom returning to notes

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Business Administration	
Business Accounting Technician	Business Accounting Technician
Business Administrative Assistant	Business Administrative Assistant
Business Financial Services	Business Financial Services
Business Management	Business Management
Business Marketing	Business Marketing
Computer Information Systems	Computer Information Systems
	Court Services Specialist

Does course satisfy a community college GE requirement(s)? Yes No N/A

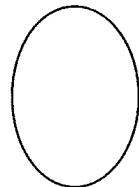
If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input checked="" type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., SLO1, SLO2)
Example: identify, create, critique, and refute oral and written arguments	Debate rubric	SLO1, SLO2
Analyze information for relevance and accuracy; and synthesize, evaluate and communicate the results, demonstrating writing competencies at the college level.	Web Site Evaluation Assignment Rubric	SLO1, SLO2, SLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Outcomes:** SLO1 = communication skills; SLO2 = critical thinking skills; SLO3 = personal responsibility; SLO4 = information literacy; SLO5 = global awareness



1. Course Number & Date of Assessment Cycle Completion	Course: CIS 101 Date: March 3, 2009										
2. People involved in summarizing and evaluating data	Walid Ghanim, Valerie Rodgers, Tom Paine, Michael Carr, and Shane Jones										
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Three full time instructors and two adjunct instructors reviewed Web evaluation assignments for nine sections of CIS 101. The assignments were administered fall 08 and were graded using a common rubric. Two of the sections were taught online. Ten assignments from each section were reviewed.</p> <p>The results for were</p> <table style="margin-left: 20px;"> <tr><td>25%</td><td>90 - 100</td></tr> <tr><td>21%</td><td>80 - 89</td></tr> <tr><td>30%</td><td>70 - 79</td></tr> <tr><td>08%</td><td>60 - 69</td></tr> <tr><td>14%</td><td>Below 59</td></tr> </table> <p>Instructors noted that most students who did not succeed had problems with conventions of standard English; including grammar, usage, and paragraph development.</p>	25%	90 - 100	21%	80 - 89	30%	70 - 79	08%	60 - 69	14%	Below 59
25%	90 - 100										
21%	80 - 89										
30%	70 - 79										
08%	60 - 69										
14%	Below 59										
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Instructors involved in evaluating the results deemed them satisfactory. However, the group did decide to briefly review principles of writing as part of introducing the assignment. Instructors will also make it a point to reiterate to students that services are available on campus to assist them.</p> <p>After implementing these changes, a comparison will be made of results using spring 09 data.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u> No </u></p>										
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?											

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Business Division

Course Number/Title or Program Title: CIS 104 / Introduction to Telecommunications

Contact Person/Others Involved in Process: Lead: Walid Ghanim Others: Valerie Rodgers

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Differentiate between guided media and unguided media; define physical transmission media; analyze advantages of of one medium over another; and differentiate among hubs, bridges, switches, and routers. Demonstrate personal responsibility by preparing for the online examination, agreeing to the online examination honor pledge, logging into the online course and complete examination on the scheduled date.	Test 2 Online Examination Rubric	ISLO1, ISLO2, ISLO03, ISLO04

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: CIS 104 Date: March 26, 2009
2. People involved in summarizing and evaluating data	Walid Ghanim,
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: One full time instructor reviewed the online test number two for one section of CIS 104. The online test number two was administered in fall 2008 and was graded using a rubric. One section of CIS 104 was taught online. The results were as follows:</p> <p>Average: 79%</p> <p>16% 90 - 100 33% 80 - 89 16% 70 - 79 16% 60 - 69 08% Below 59</p> <p>Instructor noted that the class average was 79%.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Instructor involved in evaluating the results deemed them satisfactory. Instructor will also make it a point to reiterate to students that tutoring, study skill services and workshops that are available on campus to assist them.</p> <p>After implementing these changes, a comparison will be made of results using spring 09 data.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>No</u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form



Department Name:

Course Number/Title or Program Title:

Contact Person:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems

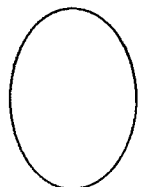
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., SLO1, SLO2)
Example: identify, create, critique, and refute oral and written arguments	Debate rubric	SLO1, SLO2
Diagnose & repair 2 computer problems using LabSim simulator program.	LabSim scoring tool (built-in to the simulation programs)	SLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister (toni.pfister@imperial.edu) or X6546*

***Institutional Outcomes:** SLO1 = communication skills; SLO2 = critical thinking skills; SLO3 = personal responsibility; SLO4 = information literacy; SLO5 = global awareness



1. Course Number & Date of Assessment Cycle Completion	Course: CIS 106 Date: March 30, 2009
2. People involved in summarizing and evaluating data	Tom Paine
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: The data reports for the 2 laboratory simulations were reviewed The assignments were described, administered, monitored and evaluated by the lab program used in this class. One session is typically taught per semester and the fall 2008 data was reviewed. The results were:</p> <p>25% 90 - 100 15% 80 - 89 5% 70 - 79 35% 60 - 69 20% Below 59</p> <p>The overall class average was 73%. I noted that most students who did not succeed either had problems with conventions of technical English, did not complete the assignments, or had not purchased the required book/lab package.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>In evaluating the results I find them less than satisfactory. I am impressing upon the students the necessity to purchase the class materials, keep up with the assignments and to ask for help or tutoring if they have problems with the technical terminology.</p> <p>After implementing these changes, a comparison will be made of results using spring 09 data.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u> No </u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

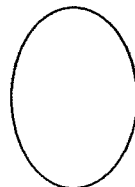
Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., SLO1, SLO2)
Example: identify, create, critique, and refute oral and written arguments	Debate rubric	SLO1, SLO2
Diagnose & repair 2 network problems using LabSim simulator program.	LabSim scoring tool (built-in to the simulation programs)	SLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Outcomes:** SLO1 = communication skills; SLO2 = critical thinking skills; SLO3 = personal responsibility; SLO4 = information literacy; SLO5 = global awareness

4.9.2009

SLO Committee Rep./Date:



1. Course Number & Date of Assessment Cycle Completion	Course: CIS 107 Date: March 30, 2009
2. People involved in summarizing and evaluating data	Tom Paine
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: The data reports for the 2 laboratory simulations were reviewed The assignments were described, administered, monitored and evaluated by the lab program used in this class. One session is typically taught per semester and the fall 2008 data was reviewed. The results were:</p> <p>31% 90 - 100 38% 80 - 89 8% 70 - 79 15% 60 - 69 8% Below 59</p> <p>The overall class average was 84%. I was gratified that 76% of the students received a 'C' or better. I noted that most students who did not succeed either had problems with conventions of technical English, did not complete the assignments, or had not purchased the required book/lab package.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>In evaluating the results I find them satisfactory. I am impressing upon the students the necessity to purchase the class materials, keep up with the assignments and to ask for help or tutoring if they have problems with the technical terminology.</p> <p>After implementing these changes, a comparison will be made of results using spring 09 data.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u> No </u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

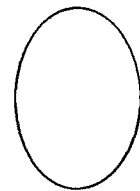
Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., SLO1, SLO2)
Example: identify, create, critique, and refute oral and written arguments	Debate rubric	SLO1, SLO2
Design and create a VB program that incorporates good design principles and meets specifications.	Program rubric	SLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Outcomes:** SLO1 = communication skills; SLO2 = critical thinking skills; SLO3 = personal responsibility; SLO4 = information literacy; SLO5 = global awareness

9.2009

SLO Committee Rep./ Date:



1. Course Number & Date of Assessment Cycle Completion	Course: CIS 202 Date: March 30, 2009
2. People involved in summarizing and evaluating data	Tom Paine
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: The data reports for the design and programming assignments were reviewed. One session is typically taught per semester and the fall 2008 data was reviewed. The results were:</p> <p>48% 90 - 100 2% 80 - 89 0% 70 - 79 2% 60 - 69 48% Below 59</p> <p>The overall class average was 70%. I noted that most students who did not succeed either had problems with conventions of technical English, did not complete the assignments, or had not purchased the required book/lab package. Some students also appeared to be nonchalant about doing the assignments at all, or in doing quality work.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>My subjective observations of programming classes are that students either stay with the class and "get it", or they fall behind and have ongoing difficulty. This data seems to bear this out. I am impressing upon the students the necessity to purchase the class materials, keep up with the assignments and to ask for help or tutoring if they have problems with the technical terminology. I constantly compare this to a math class in that they have to keep up because if they fall behind it is very difficult to catch up.</p> <p>After implementing these changes, a comparison will be made of results using spring 09 data.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u> No </u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems
Computer Science	

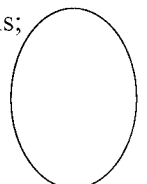
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Communicate ideas and solutions to problems in writing; compose and create computer programming algorithms with correct computer programming instructions, syntax, style and format. Demonstrate personal responsibility by attending and completing in full the complete midterm examination.	Midterm Exam Rubric	ISLO1, ISLO2, ISLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



1. Course Number & Date of Assessment Cycle Completion	Course: CIS 208 Date: March 26, 2009
2. People involved in summarizing and evaluating data	Walid Ghanim,
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: One full time instructor reviewed the on-campus midterm exam for one section of CIS 208. The on-campus midterm exam was administered in fall 2008 and was graded using a rubric. One section of CIS 208 was taught online. The results were as follows:</p> <p>Average: 71.67%</p> <p>16% 90 - 100 33% 80 - 89 08% 70 - 79 16% 60 - 69 25% Below 59</p> <p>Instructor noted that the class average was 71.67%.</p>
4. Course / Program improvement Please describe what change(s) you plan to implement based on the above results.	Instructor involved in evaluating the results deemed them satisfactory. Instructor will also make it a point to reiterate to students that tutoring, study skill services and workshops that are available on campus to assist them.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Information Systems	Computer Information Systems
Computer Science	

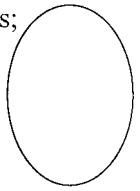
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Communicate ideas and solutions to problems in writing; and compose and create computer programming algorithms with correct computer programming instructions, syntax, style and format. Demonstrate personal responsibility by attending and completing in full the complete midterm examination.	Midterm Examination Rubric	ISLO1, ISLO2, ISLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



1. Course Number & Date of Assessment Cycle Completion	Course: CIS 210 Date: March 26, 2009										
2. People involved in summarizing and evaluating data	Walid Ghanim,										
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: One full time instructor reviewed the on-campus midterm exam for one section of CIS 208. The on-campus midterm exam was administered in fall 2008 and was graded using a rubric. No section of CIS 210 was taught online. The results were as follows:</p> <p>Average: 71.625%</p> <table style="margin-left: 20px;"> <tr><td>13%</td><td>90 - 100</td></tr> <tr><td>25%</td><td>80 - 89</td></tr> <tr><td>13%</td><td>70 - 79</td></tr> <tr><td>13%</td><td>60 - 69</td></tr> <tr><td>38%</td><td>Below 59</td></tr> </table> <p>Instructor noted that the class average was 71.625%.</p>	13%	90 - 100	25%	80 - 89	13%	70 - 79	13%	60 - 69	38%	Below 59
13%	90 - 100										
25%	80 - 89										
13%	70 - 79										
13%	60 - 69										
38%	Below 59										
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Instructor involved in evaluating the results deemed them satisfactory. Instructor will also make it a point to reiterate to students that tutoring and study skill services that are available on campus to assist them.										
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?											

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Automotive Collision Repair, Auto Technician, Bus Accounting Technician,	Automotive Technician, Bus Accounting Technician
Bus Admin Assistant, Bus Financial Services, Bus Management,	Bus Admin Assistant, Bus Financial Services, Bus Management,
Bus Marketing, Bus Office Technician, CIS, Legal Asst, Library Technician	Bus Marketing, Bus Office Technician, CIS, Legal Asst, Library Technician

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Develop a typed job resume.	Resume + rubric	ISLO1, ISLO2, ISLO3, ISLO4
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: WE 201 Date: 6/24/09
2. People involved in summarizing and evaluating data	Judy Santistevan
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Students had the opportunity to edit and correct resume before a final grade was taken. The final results:</p> <p>75% (15 students) = A (Outstanding proficiency) 15% (3 students) = B (Better than average proficiency) 5% (1 student) = C (Average proficiency) 5% (1 student) = D (Limited proficiency)</p> <p>95% of students demonstrated average to outstanding proficiency.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Based on the above results, I don't plan to make any changes.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>No</u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>Yes, it was an effective student learning objective and method of evaluation.</p> <p>No, I don't plan to change the assessment for next year.</p>
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

Resume Rubric

Evaluator _____

Student _____
Class _____

Instructions: Evaluate each section and circle the points earned

Quality	Meets Quality Standards	Points	Meets Minimal Standards	Points	Does Not Meet Minimal Standards	Points
Format	<i>In addition to Minimal Standards:</i> Sections attractively spaced Sub-headings are bolded Name & headings: appropriate font Minimum 1/2" margin on all sides Content is aligned appropriately on the page	5	Uses 1 page Sections are spaced Headings are bolded and capitalized Content indented under headings Uses size 10-12 font, but only one font size used	3	Exceeds 1 page Sections poorly spaced Headings not bolded or capitalized Content not indented under headings Use of boxes, graphics, shading	1
Heading	Name, address, phone #, & email	5	Name, address with zip, phone #	3	Incomplete information	1
Resume Sections	Includes: Heading, Objective, Education, Skills/Abilities, Activities/Honors, Work or Volunteer exp., and References		Includes: Heading, Objective, Education, Skills/Abilities, Work or Volunteer exp.	3	Not all required sections listed	1
Content	<i>In addition to Minimal Standards:</i> Skills/abilities examples use power and action words (show results) Work/Volunteer experience includes detailed responsibilities	5	Appropriate personal information Relevant skills/abilities supported by examples of experience Complete Work/Volunteer exp.	3	Personal information includes age, soc.sec. #, ht., wt., religion Skills/abilities not relevant to job Incomplete Work/Volunteer experience information	1
Grammar Punctuation Capitalization Spelling	No errors	5	Up to 3 errors (note and correct)	3	More than 3 errors	1
Word Choice	Uses descriptive adjectives and Power –Action words	5	Uses phrases but word choice needs development	3	Refers to self as "I" or "Me" Uses full sentences	1
Printing	White or off-white quality paper Printed on one side only Type is crisp, clear, and dark Simple font style is chosen	5	White copy paper Printed on one side only Type is clear Simple font style chosen	3	White copy paper Printed on both sides Type is smudged or faint Fancy fonts are used	1
	Add total circled points		Add total circled points		Add total circled points	

Total Points (add all totals and average)

Grading Rubric

- 4.0 – 5.0 pts = A Outstanding proficiency
- 3.0 – 3.9 pts = B Better than average proficiency
- 2.0 – 2.9 pts = C Average proficiency
- 1.0 – 1.9 pts = D Limited proficiency

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Automotive Collision Repair	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Identify and accomplish four on-the-job learning objectives for new or expanded learning.	Student Learning Objectives form + rubric	ISLO1, ISLO2, ISLO3, ISLO4
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	<p>Course: WE 210 Date: 6/24/09</p>
2. People involved in summarizing and evaluating data	<p>Judy Santistevan</p>
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Students identified and accomplished four on-the-job learning objectives for new or expanded learning. These objectives were approved by their site supervisor and instructor. The results:</p> <p>Two students were in this section. Both students earned identified and earned outstanding accomplishment ratings.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>I do not plan to make any changes.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u> No </u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>Yes, it was effective. The students were able to identify learning objectives that would become a component in their General Work Experience. The learning objectives were, essentially, a plan/guide for their training.</p> <p>No, I don't plan to change the assessment for next year.</p>
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

STUDENT LEARNING OBJECTIVES

Imperial Valley College
 Cooperative Work Experience Education
 P.O. Box 158
 Imperial, CA 92251
 (760) 355-6180

Date: _____

Session	Fall	Spring	Summer	Year
---------	------	--------	--------	------

Student: _____
 IVC Coord/Instr: _____

Supervisor: _____
 Organization: _____

Learning objectives which reflect new or expanded job-related responsibilities must be written by the student by the second week of placement, then reviewed and approved by the site supervisor and the coordinator. These objectives must be measurable and attainable. The coordinator will discuss progress made in accomplishing the objectives with the site supervisor and the student. From this evaluation and other criteria, the coordinator/instructor will grant credit for the work experience.

OBJECTIVES

Evaluation Date: _____

Outstanding accomplishment = 4	Better than average accomplishment = 3	3.6 - 4.0 = A	3.0 - 3.5 = B
Average accomplishment = 2	Limited accomplishment = 1	2.0 - 2.9 = C	1.0 - 1.9 = D

Grading Rubric

Rating

1.	
2.	
3.	
4.	
Example: At the conclusion of my work experience placement I will be able to type 55 words per minute with 98% accuracy.	4

AGREEMENT

The three participants in the Cooperative Work Experience program agree with the validity of the above learning objectives. The site supervisor will conference with the Coordinator/Instructor at least one time during the semester to discuss the student's progress. The Coordinator/Instructor will award academic credit for successful completion of the objectives.

 Site Supervisor

 Student

 Coordinator/Instructor

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Automotive Technology, Bus Accounting Technician, Bus Admin Asst,	Automotive Technology, Bus Accounting Technician, Bus Admin Asst,
Bus Financial Services, Bus Management, Bus Marketing,	Bus Financial Services, Bus Management, Bus Marketing,
Bus Office Technician, CIS, Legal Asst, Library Technician	Bus Office Technician, CIS, Legal Asst, Library Technician

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Identify and accomplish for on-the-job learning objectives for new or expanded learning.	Student Learning Objectives with rubric	ISLO1, ISLO2, ISLO3, ISLO4
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	<p>Course: WE 220 Date: 6/24/09</p>
2. People involved in summarizing and evaluating data	<p>Judy Santistevan</p>
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Students identified and accomplished four on-the-job learning objectives for new or expanded learning. These objectives were approved by their site supervisor and instructor. The results:</p> <p>67% (10 students) = Outstanding accomplishment 20% (3 students) = Better than average accomplishment 13% (2 students) = Average accomplishment</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>I do not plan to make any changes.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>No</u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>Yes, it was effective. The students were able to identify learning objectives that would become a component in their Internship Experience. The learning objectives were, essentially, a plan/guide for their training.</p>
.. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<p style="text-align: right;">6/24/2009 11:52 AM</p>

STUDENT LEARNING OBJECTIVES

Imperial Valley College
 Cooperative Work Experience Education
 P.O. Box 158
 Imperial, CA 92251
 (760) 355-6180

Date: _____

Session	Fall	Spring	Summer	Year
---------	------	--------	--------	------

Student: _____

Supervisor: _____

IVC Coord/Instr: _____

Organization: _____

Learning objectives which reflect new or expanded job-related responsibilities must be written by the student by the second week of placement, then reviewed and approved by the site supervisor and the coordinator. These objectives must be measurable and attainable. The coordinator will discuss progress made in accomplishing the objectives with the site supervisor and the student. From this evaluation and other criteria, the coordinator/instructor will grant credit for the work experience.

OBJECTIVES

Evaluation Date: _____

Outstanding accomplishment = 4	Better than average accomplishment = 3	3.6 - 4.0 = A	3.0 - 3.5 = B
Average accomplishment = 2	Limited accomplishment = 1	2.0 - 2.9 = C	1.0 - 1.9 = D

Grading Rubric

Rating

1.	
2.	
3.	
4.	
<i>Example: At the conclusion of my work experience placement I will be able to type 55 words per minute with 98% accuracy.</i>	4

AGREEMENT

The three participants in the Cooperative Work Experience program agree with the validity of the above learning objectives. The site supervisor will conference with the Coordinator/Instructor at least one time during the semester to discuss the student's progress. The Coordinator/Instructor will award academic credit for successful completion of the objectives.

 Site Supervisor

 Student

 Coordinator/Instructor

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1:		
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: _____ Date: June 30, 2009
2. People involved in summarizing and evaluating data	Carlos Fletes, Mirtha Galindo and Betty Kakiuchi
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: <u>We have observed that our electronic delivery (OneAccount) tends to be low at the beginning of each semester (August & February) , as our numbers show in the attached reports. We are very satisfied with the increase we see every semester from approximately 40% to 50% electronic delivery to 80% to 90% in the second month of every semester. We attribute this to increased communication with the student via regular mail as well as email.</u> Outcome 2: Outcome 3:
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	We will intensify our marketing efforts prior and during the first weeks of school so that students are better informed about the benefits of receiving their funds electronically. **Will this include a change to the curriculum (i.e. course outline)? <u>n/a</u>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If yes, how?	We believe that our process is effective as we have seen a tremendous increase in participation. One change for this coming year is that we will notify the student sooner every time they are scheduled to receive a refund.

<p>6. After-Thoughts Feel free to celebrate, comment, or otherwise discuss the process.</p>	<p>We are very happy with the results of our efforts. Our goal was to achieve 90% participation and we have achieved that twice during the year. Now our goal for next year is to hit the 90% mark in at least 5 disbursement periods out of the year.</p>
--	--

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

HigherOneSupport

Welcome: Carlos Fletes ([Log Out](#))
[Change Password](#)
 Imperial Valley College

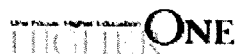
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Refund Trends & Performance

About this report

[Download Results to Excel](#)

Percentages		Counts				
Month/Year	OneAccount	ACH	All Electronic	All Checks	All Exceptions	Reversal
June 2009	90%	9%	99%	1%	0%	0%
May 2009	89%	9%	99%	1%	0%	0%
April 2009	83%	8%	90%	10%	0%	0%
March 2009	90%	9%	99%	1%	0%	0%
February 2009	53%	4%	57%	43%	0%	0%
January 2009	89%	5%	94%	5%	0%	2%
December 2008	87%	9%	96%	4%	0%	0%
November 2008	89%	5%	95%	5%	0%	0%
October 2008	83%	10%	93%	7%	0%	0%
September 2008	84%	9%	94%	6%	0%	0%
August 2008	41%	2%	42%	57%	0%	1%
July 2008	76%	9%	86%	14%	0%	0%
June 2008	73%	9%	82%	18%	0%	0%
May 2008	74%	9%	84%	16%	0%	0%
April 2008	77%	11%	88%	12%	0%	0%



OneSupport Hotline:
1.866.663.2228

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 Cardholder Website: www.IVOne.com

HigherOneSupport

Welcome: Carlos Fletes (**Log Out**)
 Change Password
 Imperial Valley College

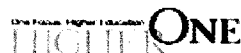
[Home](#) | [Reporting & Tools](#) | [News & Alerts](#) | [Learning Portal](#) | [IVC Client Profile](#) | [Marketing & Education](#) | [Contact Us](#) | [CIP](#) | [EasyHelp](#)

Refund Billing Report

 **About this report**

[Download Results to Excel](#)

Month/Year	Count of Disbursements By Type								
	OneAccount	ACH	Check	UFO Check	Instant Check	Express Overnight Wire	Express Overnight Check	Reversal	Total
June 2009	3,645	367	13	24	0	0	0	0	4,049
May 2009	866	91	2	11	0	0	0	0	970
April 2009	1,577	146	9	173	0	0	0	0	1,905
March 2009	2,542	251	17	9	0	0	0	1	2,820
February 2009	51	4	1	40	0	0	0	0	96
January 2009	117	7	5	1	0	0	0	2	132
December 2008	2,607	270	12	96	0	0	0	0	2,985
November 2008	657	39	16	24	0	0	0	0	736
October 2008	1,562	184	45	94	0	0	0	0	1,885
September 2008	1,882	209	127	10	0	0	0	1	2,229
August 2008	67	3	5	89	0	0	0	1	165
July 2008	471	58	46	43	0	0	0	0	618
June 2008	763	93	88	99	0	0	0	0	1,043
May 2008	2,176	271	318	161	0	0	0	1	2,927
April 2008	1,217	179	184	0	0	0	0	0	1,580

 **HIGHER ONE**



OneSupport Hotline:
1.866.663.2228

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IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form
2008-09 Updates Highlighted
(Updated July 16, 2009)

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate rubric	ISLO1, ISLO2
HR supports the "excellence in education" through recruitment efforts and upholding policies that ensures the hiring of the best candidates.	HR continues developing and updating policies and procedures - Currently, updating CH 3 and CH 7.	ISLO1, ISLO2, ISLO4, ISLO5
Develop cost-efficient recruitment strategies	Implementing an expense tracking system to identify our return on investment. Implement a program for employment application submission via email/internet such as People Soft for electronic submission (on hold due to budget issues). Utilize E-Advertisement for Faculty positions. Develop and implement a New Hire tracking form to expedite and simplify the recruitment process. Identify areas of improvement (i.e. receive supplemental questions, committee names on a timely manner; improve the communication process with Committee Chair and Department Heads).	ISLO1, ISLO2, ISLO5

Implement "user friendly" forms

Assess and prioritize forms, invest in a program that scans forms into PDF fill-in forms. Survey staff and applicants and ask if documents are user friendly or not.

ISLO, ISLO2, ISLO3, ISLO4, ISLO5

Implementing the fill in forms. Most HR forms are available online.

Implement a new employee/supervisor interaction of on-line Web time entry; via banner which improves internal technology control with staff, supervisor's, human resources and business services.

The goal is to improve staff accountability, deadline timeframes, reliance and documentation of actual time worked to include all absences approved or taken without pay of all employees. It would also assure the exact hours are being paid in a timely manner.

ISLO1, ISLO2, ISLO3, ISLO4

HR is expected to follow-up with a test run to insure it works properly.

HR must introduce the new system to faculty and staff by conducting staff orientations of the new program.

All staff should have the ability to key in time worked/used. Supervisors should have the ability to view and approve employee time request.

By eliminating the cumbersome paper process, the new electronic process is expected to provide HR staff with additional time and resources to focus on other relevant projects

70% completed, pending testing (IT). Completion target date is Fall 2009.

The Human Resources Office revamped the HR web page. The new web page clearly identified all positions by classification;

HR Department is developing and updating the content of its website to provide better services to employees and prospective applicants.

ISLO1, ISLO4

Updated on a regular basis

The HR Staff provided the first annual new hire orientation to better assist new faculty with his/her transition to Imperial Valley College with the assistance of CTA and Academic Services Office.

Provide a new hire orientation for new faculty and follow-up with 90-day faculty survey. Measure what went right, where can we improve.

ISLO1, ISLO2, ISLO3, ISLO4

Instruction office to handle new hire orientation. HR to handle faculty and Staff Orientation.

ISLO1, ISLO2, ISLO3, ISLO4

Promote a safe environment by improving the District Emergency responses and providing training to all staff.

The Safety Committee is actively working to improve the emergency response and continues to update the District's evacuation map. Conduct periodic fire and emergency evacuation drills.

The District also provides ongoing mandatory SEMS and NIMS training to comply with FEMA regulations

IVC provides regular sexual harassment awareness training. The District has implemented a sexual harassment module for non-supervisory staff.

ISLO1, ISLO2, ISLO3, ISLO4

Online sexual harassment training for adjunct (due August 24, 2009) Alert U emergency notifications system implemented and available on the website. Active Shooter policy (draft). New By-Laws for the Safety Committee.

ISLO2, ISLO3

The HR Department promotes staff retention through workplace excellence initiatives

Utilization of online tools, staff surveys, employee recognition awards (GEM- available in electronic format), GLEAM (succession planning) and great customer service.

Conduct a file audit to ensure compliance with HIPPA, local, state and federal laws. Develop a file checklist to help organize files. Remove medical and I-9 information.
File Audit completed.

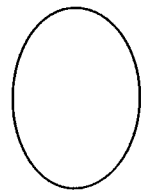
Improve the Management of Personnel Records

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness**

7.16.2009

SLO Committee Rep./ Date:



Maintenance SLOs Part II. Stated Outcome and Evidence it was met in 2008-2009

We keep classrooms, offices, & the campus clean.

Responses:

We have been asking the students to do a better job of cleaning up after themselves.

We have been doing more painting of the offices and classrooms.

We have been addressing the needs of the coaches on their fields.

We maintain a safe and beautiful learning environment in which to move, play, & educate.

Responses:

Marking and fencing off hazardous areas while repairs are made.

Repairing safety hazards and defective equipment.

By performing preventative maintenance.

By providing sufficient lighting.

We maintain properly functioning equipment, and inside air quality, temperature, lighting, & plumbing.

Responses:

By carefully monitoring A/C equipment and daily trend reports.

By responding to faculty and staff complaints.

By changing out ballasts and bulbs when needed.

By correcting fire code violations.

By replacing corroded pipes and faulty equipment.

We treat incoming and outgoing water while maintaining compliance with State Health & Safety regulations.

Responses:

Performing regular testing on our domestic water as well as wastewater discharge.

Working with the Regional Water Quality Control Board and local Health Department for permitting.

Maintain swimming pools at proper chemical levels.

We improve campus communication through mail services.

Responses:

We provide daily mail pick up and delivery to the main and extended campuses.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Strategy/Activity: Admission Application SLO: Student(s) will demonstrate the ability to navigate and complete admission application(s) to transfer to Institutions of their choice online.	Assess student statistics Provided by US Department of Education Annual Performance Report, Student Access, SARS, and National Student Data Clearing House.	ISLO1, ISLO2, ISLO3, & ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

1. Course Number & Date of Assessment Cycle Completion	Program: Admission Application Date: 7/27/09
2. People involved in summarizing and evaluating data	Dolores Diaz, Beatriz Alvarado, Olga Vega, and Tricia Jones
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: For the Academic Year 07-08 (65) students were identified as possible candidates for graduation/transfer. The Program Counselors reviewed the academic progress of each student to verify the successful completion of courses for graduation. After, reviewing and interviewing each student it was determined that only (39) students were ready to transfer/graduate. Program Counselors contacted the (39) students to set up appointments to fill out their admission application to the school of their choice. All the students that applied were accepted to the university of their choice. For the Academic Year 08-09 (70) students were identified as possible candidates for graduation/transfer. The Program Counselors reviewed the academic progress of each student to verify the successful completion of courses for graduation. After, reviewing and interviewing each student it was determined that only (43) students were able to graduate/transfer. Program Counselors contacted the (43) students to set up appointments to fill out their admission application to the university of their choice. All students that applied were accepted to the university of their choice.</p> <p>There was an increment of graduates/transfers for 08-09 of (4) students.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	For the 2009-2010 we forecast (75) students as possible graduates/transfer. Students will be monitor closely to ensure successful completion of courses. Program Counselors will use the Early Alert system and Student Support Services academic monitoring. Program Counselors will conduct frequent one-on-one counseling sessions with borderline graduates/transfer students to refer them for tutoring.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The entire process of selecting our outcomes and assessing them was valuable. The comparison between 07-08 and 08-09 graduates/transfer numbers showed that we must keep close contact with our prospective graduates/transfers in order to ensure their academic success.

6. After-Thoughts

Feel free to celebrate, comment, or otherwise discuss the process.

Modification of form to be utilized by non-instructional programs.

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encouraged to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data (full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

The ASSESSMENT CYCLE: Closing the Assessment Loop

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Extended Opportunity Programs & Services Date: June 30, 2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Olga Artechy & Maria Castro-Garcia</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: 73% of active EOPS students scheduled and met with their EOPS counselor a minimum of three times as per SARS.</p> <p>Outcome 2: EOPS counselors reviewed SEP's with each active EOPS student. The prime reason was to make students aware of the importance of adhering to their SEP.</p> <p>Outcome 3: EOPS students requesting assistance with the registration process were assisted by their counselor or an EOPS student assistant.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>We found that when EOPS students are consistently given the information on how to access and use program services they make better use of such. Changes will include more program information on a consistent basis so that EOPS students will become familiar with their accessibility.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? N/A</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The process was effective. These SLO's will continue with the new incoming EOPS students. The outcome/assessment will be discussed with the whole EOPS staff.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>I am not really happy with the process. I feel as though these are only bits and pieces that I am trying to force into the larger picture.</p>

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Student will demonstrate the ability to complete and submit ASPIRE application by deadline date to qualify for priority registration. Strategy/Activity: Assessment & notification of ASPIRE eligibility	Provide total number of students who took assessment exam provided by IVC at the local high schools and number of ASPIRE eligible students.	SLO3
Outcome 2: Student will understand the academic standards required for satisfactory academic standing at IVC in order to continue receiving financial aid. Strategy/Activity: SAP Workshops	Assess the number of students who went off of financial aid probation who attended the workshops.	SLO2, SLO3
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required

per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

**1. Course Number &
Date of Assessment
Cycle Completion**

Program: District/Matriculation Counseling Services
Date: September 3, 2009

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

2. People involved in summarizing and evaluating data

Frances Beope, Norma Nunez, and Carol Lee

3. Data Results

Briefly summarize the results of the data you collected.

Outcome 1: Student will demonstrate the ability to complete and submit ASPIRE application by deadline date to qualify for priority registration.

We have had a steady increase in high school students taking the IVC computerized assessment instrument at the eleven high schools in the Imperial Valley. However, in order to have a healthy number of eligible ASPIRE applicants Student Services lowered the math/English standards from college ready to pre-collegiate math/English eligible placement. Due to our efforts with improved strategies and outreach, the ASPIRE eligible ballooned from 126 eligible in Fall 2007 to 161 in Fall 2008. Student Services decided to return to the original intent of the ASPIRE program criteria of college level eligibility in IVC assessment placement for Fall 2009. The change in criteria resulted in 28 students (out of the 1118 students tested) were able to meet the original standard for eligibility. The number of students eligible versus the number who applied was at 60%. In reviewing the fall 2009 enrollment there were 6 students who did not apply but enrolled full time at Imperial Valley College.

Term	Eligible	Accepted	%
Fall 2006	42	26	62%
Fall 2007	126	61	48%
Fall 2008	161	115	71%
Fall 2009	28	17	60%

The number of students taking the computerized assessment at our local high schools continues to increase slightly. See the chart below. *

High School	Students Tested	Term	Difference
11	984	Spring 2007	
11	1096	Spring 2008	112+
11	1118	Spring 2009	22+

*Data used for assessment & ASPIRE programs was provided by the Assessment Director and the Transfer Center Director.

Outcome 2: Student will understand the academic standards required for satisfactory academic standing at IVC in order to continue receiving financial aid.

	<p>District & Matriculation leads coordinated a schedule of Satisfactory Academic Probation workshops with a prepared power point presentation to teach students the importance of maintaining satisfactory academic progress at IVC while receiving financial aid. Presentations were provided in English and Spanish. Students were notified by the Financial Aid department about their probationary status and encouraged to sign up for the workshops in the counseling Office. A total of 938 students attended the spring 2008 SAP workshops and 558 students attended in fall 2008. The data was retrieved from the SARS appointment program.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>To increase the percentage of students applying to the ASPIRE program it will help to develop additional outreach strategies in contacting this special population.</p> <p>Due to the difficulty in accessing the data on students who attended the SAP workshops and were successful in maintaining a 2.0 grade point average and a 70% completion rate in the preceding semester, we will need to find a way to assess this population. We will be meeting with our Research Director and IT Dean to develop a program to help us identify this population's results.</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The process and information is very worthwhile and provides an opportunity to continually assess the effectiveness of the programs in existence.</p>

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	
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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
NA	NA

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
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<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Strategy/Activity: Application Workshops Outcome 1: Student(s) will demonstrate the ability to navigate and complete admission application(s) to transfer institution(s) online.	Assess student statistics provided by, but not limited to, SARS, the National Student Data Clearing House, CSU analytical studies office, CPEC, AICCU, and UC System office data.	ISLO1, ISLO2, ISLO3 & ISLO4
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Program: Transfer Studies & Articulation Services Date: 03/23/09																																																																					
2. People involved in summarizing and evaluating data	Beatriz Avila, Frances Beope, Kristen Gomez, JoAnn Green and Carol Lee.																																																																					
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Student(s) will demonstrate the ability to navigate and complete admission application(s) to transfer institution(s) online.</p> <p>Increased use of the Transfer Center facilities and need for more staffing to assist students seeking to transfer is evident by the 157% increase of students seeking assistance with university applications. Because the Transfer Center staff provides counseling/transfer services to all students at Imperial Valley College, in addition to prospective returning university students, access to services may become limited and less timely. Additionally, we expect an increased demand on our services with the projected California budgetary problems for the next couple of years. The latest information states that for this Fall 2009 a total 12,300 freshman students from the CSU & UC systems are being redirected to the community colleges due to lack of space.</p> <p>Assessment: <u>Online Only - Student Usage:</u> Since Fall 2003 there has been an increase of student use from 77 students to 198 students as of this Fall 2008. This reflects a 157% increase in participation in the application workshops offered in the Transfer Center.</p> <p><u>Facilities Usage/Workshops Offered:</u> From Fall 2005 there were 27 workshops offered as opposed to 37# offered this Fall 2008. This reflects a 37% increase in application workshop offerings.</p> <p>APPLICATION WORKSHOPS - ATTENDANCE TALLIES ONLY</p> <table border="1" data-bbox="402 1218 1458 1480"> <thead> <tr> <th rowspan="2">TERM Wkshps Offered</th> <th colspan="6">STUDENT ATTENDANCE</th> <th rowspan="2">WKSHPS Amount Offered</th> <th rowspan="2">TYPE ALL</th> </tr> <tr> <th>CSU</th> <th>UC</th> <th>BOTH</th> <th>Priv & Out/State</th> <th>UNKN</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Fall 2008</td> <td>153</td> <td>21</td> <td>13</td> <td>11</td> <td>0</td> <td>198</td> <td>37 #</td> <td>37</td> </tr> <tr> <td>Fall 2007</td> <td>92</td> <td>14</td> <td>8</td> <td>3</td> <td>9</td> <td>117</td> <td>32</td> <td>32</td> </tr> <tr> <td>Fall 2006</td> <td>89</td> <td>5</td> <td>4</td> <td>5</td> <td>13</td> <td>116</td> <td>30</td> <td>30</td> </tr> <tr> <td>Fall 2005</td> <td>85</td> <td>14</td> <td>8</td> <td>2</td> <td>11</td> <td>120</td> <td>27</td> <td>27</td> </tr> <tr> <td>Fall 2004</td> <td>104</td> <td>9</td> <td>3</td> <td>2</td> <td>14</td> <td>132</td> <td>31</td> <td>31</td> </tr> <tr> <td>Fall 2003 *</td> <td>61</td> <td>8</td> <td>1</td> <td>1</td> <td>6</td> <td>77</td> <td>33</td> <td>33 *</td> </tr> </tbody> </table> <p># = 40 Workshops were offered - three (3) were cancelled due to CSUMentor (CSU Application Center being down). * = Commencing Fall 2003 Application Workshops were combined for ALL systems (CSU, UC, Private & Out-of-State) and offered "On-line Only."</p> <p>An additional assessment was through an informal phone survey that was conducted of students who participated in the application workshops. The main concern expressed by the students was that they didn't feel they were given enough warnings on deadlines and the importance of follow-through.</p>	TERM Wkshps Offered	STUDENT ATTENDANCE						WKSHPS Amount Offered	TYPE ALL	CSU	UC	BOTH	Priv & Out/State	UNKN	TOTAL	Fall 2008	153	21	13	11	0	198	37 #	37	Fall 2007	92	14	8	3	9	117	32	32	Fall 2006	89	5	4	5	13	116	30	30	Fall 2005	85	14	8	2	11	120	27	27	Fall 2004	104	9	3	2	14	132	31	31	Fall 2003 *	61	8	1	1	6	77	33	33 *
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Fall 2003 *	61	8	1	1	6	77	33	33 *																																																														
4. Course / Program Improvement	The Transfer Center will implement a follow-up workshop on "I've Applied - What's Next!" commencing with the 2009-10 academic year.																																																																					

9/23/2009 10:51 AM

<p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>**Will this include a change to the curriculum (i.e. course outline)? No</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The process provided insight to a problem that the Transfer Center faculty and staff were unaware of with concern to the deadlines. We have determined that we need to conduct a student survey before they leave the workshops. This survey is being developed over the summer and will be in place for the Fall 2009 workshops.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>Formatting of this document is really for instructional student learning outcomes. Needs to be modified slightly for "program learning and/or service area" outcomes.</p>

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

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Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
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When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
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Contact Person/Others Involved in Process:

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Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
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<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Demonstrate awareness of the availability of college and county support services.		
Outcome 1: In Question 3, the results showed that the supportive services available through EOPS, SSS, DSPS and tutoring offered on campus were very helpful for students attending our campus.		
Outcome 2: In Question 11, the results showed that the majority of the students were participating in a club or program on campus.		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

The Assessment Cycle: Closing the Assessment Loop

1. Course Number & Date of Assessment Cycle Completion	Course: CalWORKs Counseling Services Date: April 9, 2009
2. People involved in summarizing and evaluating data	Lead: Lilia Sandoval Support: Imperial County Department of Social Services Team
3. Data Results (Briefly Summarize the results of the data you collected)	Outcome 1: Students were given a survey to find out their knowledge of the supportive services offered through IVC and the Department of Social Services. Survey Results show that the supportive services through special programs were very helpful (Question 8) Outcome 2: Question 11 showed that students accessed special programs more in Winter than Fall Session. Outcome 3: n/a
4. Course/Program Improvement (Please describe what change(s) you plan to implement based on the above results)	We will make slight changes to the survey to make it easier to read and measure the results. Additionally, we will advertise our program more to enable students to learn about the services offered through IVC CalWORKs and ICDSS. These services can assist the students with financial assistance and supportive services to receive tutoring, guidance, child care and low income housing. If students can meet their basic needs and receive supportive services, they are more likely to succeed in school. ** Will this include a change to the curriculum (i.e. Course online)? n/a
5. Next Year Was the process effective? Will you change the outcome/assessment for next year? (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The Winter 2009 Survey was very effective. It gave us additional feedback to make improvements for the outcome/assessment for 2009-2010. We will make changes to the survey and advertise our services more. This will enable the students to learn about the services that IVC CalWORKs Program and ICDSS have to offer. Student may have better success in school by receiving supportive services through special programs on campus and supportive services through IVC CalWORKs and ICDSS. For more information, refer to the IVC CalWORKs Program SLO.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process	It was interesting to see the data that verified that students are learning about the services available to them. This information also served to make changes as they are needs. For example, distributing information ahead of time and allowing students to come in to the program with some knowledge of the services that are available to them. This also provided awareness to the staff as to which services the students were not aware of. Improvements can be made to distribute the information to students. We also noticed an increase in tutoring referrals. More students came in and asked to be referred to tutorial services, labs to get help immediately with difficult courses.

Imperial Valley College CalWORKs Counseling Program
Students will demonstrate the awareness of the availability of supportive services on campus and at
Department of Social Services

IVC CalWORKs Counseling Program provides students who receive public assistance with academic services, personal counseling and referrals to supportive services on campus and off campus. Students also learn about their rights and responsibilities while they are in CalWORKs program. The CalWORKs Counselor works closely with Imperial County Department of Social Services to insure that students are meeting the requirements for CalWORKs and receive the supportive services to help pay for child care, transportation, books and other costs necessary to complete their educational goals.

The results of the Winter 2009 SLO Assessment indicate that the supportive services available through special programs at IVC CalWORKs are very helpful. The majority of students indicated that the services available at IVC, such as financial aid services, book vouchers, child care services, supportive services through EOPS, CARE, SSS and DSP&S and tutoring are helpful. Child care services at IVC Campus, services are provided for children ages newborn through 5 years of age and during the hours of 7:45 a.m. -5:00 p.m. only.

It also showed that the services paid through ICDSS are very helpful. These services may include child care services for children ages newborn to 10 years, mileage reimbursement, bus passes and help to pay for fees or other costs related to their educational plan. Most of the students reported that they were not participating in a Program or club at IVC. Thirty-five students participated in the survey.

Survey Questions:

1. was not aware of service 2. did not use 3. not helpful 4. helpful 5. very helpful

1. Childcare services at IVC Pre-School for children (newborn to 5 years of age)
2. Financial Aid at IVC. This can provide money to help pay for books, gasoline and other expenses related to school
3. Supportive programs at IVC such as EOPS, CARE, SSS and DSP&S. These programs offer one-on-one tutoring, Financial Aid, study skills work-shops, personal counseling and other specific services when eligible
4. Disabled Students Program and Services (DSP&S) at IVC. This program provides students with services to address physical and learning disabilities along with other special needs
5. Tutoring services at IVC's Library Media
6. Low Income Housing through Section 8
7. Referral from your Social Worker to see the Liaison for Section 8 Housing. The Liaison can guide you and inform you which areas in Imperial County do not have a waiting period
8. Childcare services paid by CalWORKs while you attend school and/or other approved activities assigned by CalWORKs
9. CalWORKs Book Voucher for IVC students. The CalWORKs Book Vouchers are available to eligible students with approved plans through CalWORKs. Issued by IVC's Financial Aid Office at the beginning of each semester
10. Based on your experience at CalWORKs, how would you rate the information provided to you by the CalWORKs Counselor and Social Worker, regarding supportive services, resources available through CalWORKs, IVC and the community?

Rate the following questions by answering YES or NO next to each statement

11. Are you participating in the CalWORKs Club, or any other club at IVC?	
12. Where you referred to tutoring by a Counselor from any of the following programs: CalWORKs, EOPS, CARE, SSS, DSP&S, District or Matriculation?	
13. Did you attend Survival Skills Workshop for College Success at IVC or CalWORKs?	

Survey Results:

	1	2	3	4	5	YES	NO
QUESTION 1	1	16	2	3	11		
QUESTION 2	0	2	0	6	27		
QUESTION 3	1	2	0	5	27		
QUESTION 4	3	19	1	6	6		
QUESTION 5	1	11	0	7	15		
QUESTION 6	5	11	1	3	12		
QUESTION 7	9	13	1	4	8		
QUESTION 8	1	6	0	4	24		
QUESTION 9	1	7	0	2	25		
QUESTION 10	0	1	1	6	27		
QUESTION 11						14	20
QUESTION 12						29	6
QUESTION 13						5	29

The following recommendations are made as IVC CalWORKs Counseling Program and IC Department of Social Services continue to work as a team to serve students who are in the CalWORKs Program.

1. Continue to advertise the services offered on campus, such as Work Shops at Writing Center, Survival Skills Work Shops for New Students, Specific courses to help students with Reading and Writing Skills, or other supportive courses that may be appropriate for the students' specific needs
2. Continue to advertise the services that IVC CalWORKs Counseling Program and IC Department of Social Services CalWORKs offers to students on campus. This may provide information to students who could benefit from our programs and are not aware of the services available to them. This information can be distributed at the Work Shops that are held at Department of Social Services, which are held through out the year. It can also be distributed during the CARE orientation or on campus at College Center where a large population of students attend.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Demonstrate awareness of the availability of college and county support services.		
Outcome 1: In Question 2, the results showed that the financial aid assistance services offered through IVC is very helpful for students attending our campus.		
Outcome 2: In Question 8, the results showed that the child care services that were paid by IVC or DSS were very helpful for students attending our campus.		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and

evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills;
ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: CalWORKs Counseling Services Date: March 25, 2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Lead: Lilia Sandoval and IC DSS Team</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Students were given a survey to find out their knowledge of the supportive services that are offered through IVC and ICDSS.</p> <p>Survey results show that the financial aid assistance for students was very helpful. (Question 2)</p> <p>Outcome 2: It also shows that child care services were also very helpful.</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>We will modify the survey to make it easier to read and measure. Additionally, we will advertise our program more to enable students to learn about the services that offered through IVC CalWORKs and ICDSS. These services can assist the students to receive supportive services and help them increase their chances of successfully achieving their educational goals.</p> <p>** Will this include a change to the curriculum (ie. Course outline)? N/A</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The Fall 2008 was effective. It gave us the feedback to make improvements for the outcome/assessment for 2009-2010. We will make changes to the survey and advertise our services more. This will enable the students to learn about the services that IVC CalWORKs Program and IC DSS have to offer. Student may have better success in school by accessing supportive services through special programs on campus and get supportive services through IVC CalWORKs and IC DSS.</p> <p>For more information refer to the IVC CalWORKs Program SLO</p>
<p>6. After-Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>It was interesting to see the data that verified that students are learning about the services available to them. This information also served to make changes as they are needed. For example, distributing information ahead of time and allowing students to come in to the program with some knowledge of the services that are available to them.</p>

Imperial Valley College CalWORKs Counseling Program
Students will demonstrate the awareness of the availability of college and county supportive services

IVC CalWORKs Counseling Program provides students who receive public assistance with academic services, personal counseling and referrals to supportive services on campus and off campus. Students also learn about their rights and responsibilities while they are in CalWORKs program. The CalWORKs Counselor works closely with Imperial County Department of Social Services to insure that students are meeting the requirements for their program and receive the supportive services to help pay for child care, transportation, books and other costs necessary to achieve their educational goals.

The results of the Fall 2008 SLO Assessment indicate that the services available at IVC CalWORKs are very helpful. The majority of students indicated that the services available at IVC, such as financial aid services, book vouchers, child care services, supportive services through EOPS, CARE, SSS and DSP&S and tutoring are helpful. It also shows that the services available through IC DSS are also very helpful. Most of the students reported that they were not participating in a Program or club at IVC. Students participated in the survey.

Survey Questions:

Rate your answers from 1 – 5 on the column next to each statement

1. was not aware of service 2. did not use 3. not helpful 4. helpful 5. very helpful

1. Childcare services at IVC Pre-School for children (newborn to 5 years of age)
2. Financial Aid at IVC. This can provide money to help pay for books, gasoline and other expenses related to school
3. Supportive programs at IVC such as EOPS, CARE, SSS and DSP&S. These programs offer one-on-one tutoring, Financial Aid, study skills work-shops, personal counseling and other specific services when eligible
4. Disabled Students Program and Services (DSP&S) at IVC. This program provides students with services to address physical and learning disabilities along with other special needs
5. Tutoring services at IVC's Library Media
6. Low Income Housing through Section 8
7. Referral from your Social Worker to see the Liaison for Section 8 Housing. The Liaison can guide you and inform you which areas in Imperial County do not have a waiting period
8. Childcare services paid by CalWORKs while you attend school and/or other approved activities assigned by CalWORKs
9. CalWORKs Book Voucher for IVC students. The CalWORKs Book Vouchers are available to eligible students with approved plans through CalWORKs. Issued by IVC's Financial Aid Office at the beginning of each semester
10. Based on your experience at CalWORKs, how would you rate the information provided to you by the CalWORKs Counselor and Social Worker, regarding supportive services, resources available through CalWORKs, IVC and the community?

Rate the following questions by answering YES or NO next to each statement

11. Are you participating in the CalWORKs Club, or any other club at IVC?	
12. Where you referred to tutoring by a Counselor from any of the following programs: CalWORKs, EOPS, CARE, SSS, DSP&S, District or Matriculation?	
13. Did you attend Survival Skills Workshop for College Success at IVC or CalWORKs?	

Survey Results for Fall 2008

1. was not aware of service 2. did not use 3. not helpful 4. helpful 5. very helpful

	1	2	3	4	5
1. Childcare services at IVC Pre-School for children (newborn to 5 years of age)	2	36	1	4	18
2. Financial Aid at IVC. This can provide money to help pay for books, gasoline and other expenses related to school	0	5	0	3	54
3. Supportive programs at IVC such as EOPS, CARE, SSS and DSP&S. These programs offer one-on-one tutoring, Financial Aid, study skills work-shops, personal counseling and other specific services when eligible	1	8	1	7	44
4. Disabled Students Program and Services (DSP&S) at IVC. This program provides students with services to address physical and learning disabilities along with other special needs	2	46	0	4	10
5. Tutoring services at IVC's Library Media	1	15	2	5	26
6. Low Income Housing through Section 8	7	34	0	4	11
7. Referral from your Social Worker to see the Liaison for Section 8 Housing. The Liaison can guide you and inform you which areas in Imperial County do not have a waiting period	17	31	1	4	9
8. Childcare services paid by CalWORKs while you attend school and/or other approved activities assigned by CalWORKs	1	14	0	8	39
9. CalWORKs Book Voucher for IVC students. The CalWORKs Book Vouchers are available to eligible students with approved plans through CalWORKs. Issued by IVC's Financial Aid Office at the beginning of each semester	2	10	0	3	46
10. Based on your experience at CalWORKs, how would you rate the information provided to you by the CalWORKs Counselor and Social Worker, regarding supportive services, resources available through CalWORKs, IVC and the community?	0	0	1	8	53

Rate the following questions by answering YES or NO next to each statement

	YES	NO
11. Are you participating in the CalWORKs Club, or any other club at IVC?	30	32
12. Where you referred to tutoring by a Counselor from any of the following programs: CalWORKs, EOPS, CARE, SSS, DSP&S, District or Matriculation?	36	26
13. Did you attend Survival Skills Workshop for College Success at IVC or CalWORKs?	8	54

The following recommendations are made as IVC CalWORKs Counseling Program and IC Department of Social Services continue to work as a team to serve students who are in the CalWORKs Program.

1. Advertise the services offered on campus, such as Work Shops at Writing Center, Survival Skills Work Shops for New Students, Specific courses to help students with Reading and Writing Skills, or other supportive courses that may be appropriate for the students' specific needs
2. Advertise the services that IVC CalWORKs Counseling Program and IC Department of Social Services CalWORKs offers to students on campus. This may provide information to students who could benefit from our programs and are not aware of the services available to them. This information can be distributed at the Work Shops that are held at Department of Social Services during school breaks in Winter, Spring and Summer. It can also be distributed during the CARE orientation or on campus at College Center where a large population of students attend.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
N/A	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify at least five student support services on campus	Exam	ISLO1, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: PD 061 "College Success Skills" (1 unit)Date: November 11/4/2008</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Veronica Soto, Norma Scott (both adjunct Counselors)</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Activity: 24 students (12 in each section taught) of the PD 061 course participated in Scavenger Hunt Activity to identify and locate student services on IVC campus (Assessment was only conducted on the 2nd late start sections of the Fall 2008 semester).</p> <p>Outcome 1:</p> <p>At the end of the two sections taught, we tallied that 24 students took the final exam where one of the questions was to have each student "list five or more campus student support service resources on IVC Campus". 23 out of 24 listed five or more student support service resources on campus and the 1 student only listed four student support service resources.</p> <p>Only one instructor took copies of tests before returning to students for assessment records. Other instructor only went by score on exam and class records to identify that her 12 students listed "five or more student support service resources on campus.</p> <p>Conclusion we had a 99% success rate on identifying five student support service resources on IVC campus.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>I believe that our outcome is what we wanted, but we will definitely change the assessment measure and the collection of data. I believe that it will be necessary to meet with all adjunct faculty, that will be teaching this course for better communication on how to collect data. For the activity that lead students to identify student support service resources on campus the activity used "Scavenger Hunt" worked well, but if other instructors for next year want to change activity it will be open for suggestions and discussion.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>NO.</u></p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>Yes it was effective.</p> <p>There will be a change to the assessment measure for next year. We will be using a pre & post survey for all PD 061 course sections to student identify what students know about student support service resources on campus and hope they identify, locate and understand what these services can do for them.</p> <p>We will make sure that all instructors teaching this course collect data of the assessment measure for the course records and that we have more discussions involving with the SLO.</p>

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>This was a good learning opportunity to be involved a little more with course development and evaluation. I'm definitely glad the process is over, but I hope more help is available for the upcoming fall 2009 semester.</p>
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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date: July 6, 2009

Department Name: Disabled Student Programs and Services

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

Lead: Ted Ceasar
 Lorena Campas, Maria Neely

Others: Norma Nava, Raquel Garcia,

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)?

Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Students will demonstrate self-advocacy by initiating timely request for appropriate services and/or educational accommodations.	Student surveys	ISLO3
Outcome 2: Students will demonstrate knowledge of their rights and responsibilities under the Americans with Disabilities Act.	Exit interview	ISLO3
Outcome 3: Students will identify and utilize appropriate campus and community resources.	Student surveys	ISLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and

evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: Date: July 6, 2009 Disabled Student Programs and Services
2. People involved in summarizing and evaluating data	Ted Ceasar
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Out of 50 students selected randomly, 40, or 80% requested services prior to the end of the first week of the Spring 2009 semester.</p> <p>Outcome 2: This outcome was deferred due to budgetary constraints, and will be considered for implementation when the budget allows for purchase of necessary materials.</p> <p>Outcome 3: Out of 50 students selected randomly, 14 % received no services during the Spring 2009 semester, 40% received one service, and 46% received more than one service.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Although 80% of students requested services in a timely manner, a target of 90% will be implemented. Letters will be sent to all students informing them of the need to schedule an appointment with their counselor early to ensure services will be in place when the semester starts.</p> <p>A target of 90% of students receiving at least one service will be implemented.</p> <p>A comprehensive orientation program for DSPS students will be developed and implemented during the next year.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO,	The outcomes will remain the same for the next year. In looking at the Spring semester, many students scheduled appointments during the Fall semester to plan for Spring since they were on campus in the Fall. A more accurate assessment will include the Fall semester to see if students schedule appointments before they are on campus for classes.

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assessment, faculty discussion process, strategy for providing SLO to student)? If , how?	
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer "Yes" or "No" to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year's syllabus.
6. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: DSPS 018 Educational Assessment and Evaluation Date: July 6, 2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Lead: Raquel Garcia Other: Ted Ceasar</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: During the Spring 2009 semester, 2 students enrolled into DSPS 018 and completed the 9 hours required to receive credit for the course as identified in the contact log.</p>
<p>Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Even though only 2 students actually enrolled and completed the course, 12 students completed the assessment initiated in the fall 2008 semester. In order to improve the number of students completing this process in a timely manner, students will receive letters with specific deadlines to complete assessment.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing LO to student)? If so, how?</p>	<p>My plan for next year is to continue advising identified students of the advantages of completing DSPS 018. By completing the course, students will be better equipped to achieve their educational goals and enhance their level of personal responsibility.</p> <p>It would be important to include data for the fall in order to get a more accurate assessment.</p>

6. After-Thoughts

Feel free to celebrate, vent, or otherwise discuss the process.

I anticipate more students will be enrolling and completing this course, as it provides them with insight on their disability and their individual learning styles.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input checked="" type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Demonstrate understanding of Aural English by producing a fluent and grammatically correct response in oral English.	Oral exam+ rubric	ISLO1
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

	**Will this include a change to the curriculum (i.e. course outline)?
<p>Next Year Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process strategy for providing SLO to student)? If so, how?</p>	<p>The process of collecting and analyzing data was effective because we discovered what areas need improvement and came up with several strategies on how to manage problems that most students have.</p> <p>Also, two additional SLO's will be part of the overall assessment procedure in order to foster student achievement.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>The process of collecting data and analyzing it is rather time-consuming. However, we realized that are findings will provide more support for student lea</p>

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer "Yes" or "No" to the curriculum question – no explanations required but please

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Produce the sounds /sh/ and /ch/ correctly in beginning, middle and final positions of words.	Pronunciation/Listening Exercise	ISLO1
Outcome 2: Discriminate between /sh/ and /ch/ sounds used in beginning, middle, and final positions of words.	Pronunciation/Listening Exercise	ISLO1
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

so, how?	
o. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	Assessing listening skills is not difficult. Perhaps the easiest way to assess these skills is that students listen and then choose a response that correctly corresponds to the stimulus. However, assessing oral communication skills can be a bit more challenging as it takes more time, and the involvement of the instructor, who is to be the model of native speaking language. The challenge with SLO 1 is, therefore, to find an activity that will not only suitably assess pronunciation, but can be done in a relatively short period of time.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: English 66 Date: 5-21-09</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Julie Craven</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: see attached. Outcome 2: Outcome 3:</p>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>The students did very well. I will probably include a note taking activity in the future **Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The process was very effective. I would like the students to do a note taking activity that would result in some type of a report.</p>
<p>After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>The students need to do more listening practices, but the class will be extended by two hours in the fall.</p>

3/24/2009 12:46 PM

1. Student learning outcome for English 66: Demonstrate mastery in understanding college level academic lectures and presentations that cover areas related to science, history, art, business, and sociology.

The students listened to a student presentation on the Paralympics. They then took a multiple choice listening comprehension test. There were twenty one students in class. 67% got an "A." 24% got a "B," and 9% got a "C." All twenty one students passed the test.

The students did very well on this test, and I was pleased with the results.

2. Student learning outcome for English 95: Demonstrate competency in writing paragraphs with the standard organizational pattern of topic sentence, supporting sentences, and concluding sentence with the following theme: stating reasons and using examples. The students' use of correct punctuation, grammar, spelling, and sentence structure also factored into their grade.

The students wrote a paragraph stating the reasons for eating at a good or bad restaurant, or they wrote a paragraph stating the reasons for buying a specific car. There were seventeen students in class. 24% got an "A." 24% got a "B." 17% got a "C," and 35% did not pass the assignment.

In my opinion, the students need to spend much more time practicing writing in the classroom. The students wrote nine paragraphs, including the final paragraph. However, they needed to do more. Therefore, the new 95 class, which will be two more hours per week, will help them tremendously. The students also need to do more in class writing that is graded on the first draft. They also need to do a lot of sentence combining practices. Not enough time is devoted to that in the classroom. As a result, I have ordered an additional book to accompany my writing book for the fall semester. This book is solely devoted to sentence combining.

The students have serious problems in the areas of verb tense and verb form. In the fall semester, they will be able to take verb tense review classes, which I think will be very beneficial. We need to develop a verb form or verbals class as well. The students also have a lot of vocabulary related problems. Writing instructors must monitor the students' vocabulary use and assist them in this area.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
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3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:
 ENGL 072/ Beginning Reading and
 Vocabulary for ESL

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Identify parts of speech in sentences.	quiz	ISLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;

1. Course Number & Date of Assessment Cycle Completion	Course: ENGL 072 Date: 06/05/09
2. People involved in summarizing and evaluating data	Two full-time ESL instructors: Alejandro Garza and Kseniya Kareva
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: Overall success rate was above average: 82%. Most of the students demonstrated satisfactory proficiency in identifying parts of speech. Outcome 2: Outcome 3:
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<ol style="list-style-type: none"> 1. Students had a high success rate identifying verbs, adjectives, pronouns, and prepositions; however, 34% of students were unable to recognize a noun due to the identical verb form. 2. To improve students' ability to recognize nouns, students need to be exposed to more examples of nouns and verbs that have identical forms: a play-to play, a record-to record, a present- to present. **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The process was effective because students showed recognition of parts of speech and their functions in a sentence. As we analyzed the data, we identified a problematic part of speech that causes confusion: nouns. After analyzing the data, we came to the conclusion that more time needs to be spent on noun-verb differentiation. To make the assessment tool more accurate, all instructors participating in SLO data collection should use the same samples of sentences.

6. After-Thoughts
Feel free to celebrate,
vent, or otherwise
discuss the process.

ENGL 072 (Beginning Reading and Vocabulary for ESL) will no longer be offered due to the restructuring of the ESL program. However, the topic of parts of speech will continue to be covered in a new basic skills vocabulary course. We recommend that the assessment tool be used in future semesters for the purposes of SLO data collection relating to parts of speech.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
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3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
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Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Analyze sentences to determine whether phrasal verbs are separable or inseparable.	Written Exam	ISLO 1, ISLO 2
Outcome 2:		
Outcome 3:		

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***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

6. After-Thoughts
Feel free to celebrate,
vent, or otherwise
discuss the process.

Perhaps the most difficult part of the process for this course was selecting the material that would be used to assess the SLO. As instructors, we each used different texts which focused on the same structures, but used different vocabulary. This has taught us to look for more general exercises that will better accommodate instructor individuality.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

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<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Analyze a reading in order to distinguish causes and their associated effects.	Exam	ISLO2
Outcome 2: Develop a chart or graph based on information provided in a reading.	Exam	ISLO2
Outcome 3: Apply knowledge of usage of an English only dictionary in order to identify key components of a word.	Exam	ISLO2, ISLO4

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	creating a chart/graph, to perhaps choosing a chart/graph which best represents the data presented. This will leave less room for interpretation of information, as well as for greater consistency as there will not be a variety of chart/graphs to have to interpret.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	The SLOs for this course were written with the new curriculum in mind, which also includes a change in text books. Although Alex and I are happy with our text book selection, neither of the books provides any information or instruction in visual literacy. Therefore, when we considered gathering SLO data, we also had to consider appropriate teacher created materials that could be used for instruction. As our department tends to have a high number of part-time faculty who teach reading courses, there will need to be more work done in this particular area to ensure that all classes are receiving consistent instruction.

The ASSESSMENT CYCLE: Closing the Assessment Loop

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Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date: September 2008

Department Name: English

Course Number/Title or Program Title: ENGL 091: Beginning Grammar and Writing for ESL Students

Contact Person/Others Involved in Process: Lead: Alex Garza and Kseniya Kareva Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Describe actions in the moment by producing appropriate questions and statements.	Midterm exam	ISLO1
Outcome 2: Describe routines by producing appropriate questions and statements.	Midterm exam	ISLO1
Outcome 3: Write correct forms of <i>the verb + ing</i> using appropriate spelling rules.	Midterm Exam	ISLO1
Outcome 4: Follow common classroom instructions.	Midterm Exam	ISLO1

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1. Course Number & Date of Assessment Cycle Completion	Course: ENGL 091 Date: 03/06/09
2. People involved in summarizing and evaluating data	Two full-time ESL instructors: Alejandro Garza and Kseniya Kareva
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Out of 88 students, 23% of students displayed superior writing proficiency; 27% - above average proficiency; 14%- satisfactory proficiency; and 36%- unsatisfactory proficiency. However, out of 36% of students with unsatisfactory performance on the midterm exam, 21% of students showed improvement by the end of the course.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>1. <u>Changes to the Course</u></p> <ol style="list-style-type: none"> a. Include more activities to increase consciousness regarding the structural differences in questions with <i>Who</i> as subject and object. b. Add activities eliciting improvised questions with <i>Do</i> and <i>Does</i> in the Simple Present where students focus more on content rather than on form of questions. c. As part of the review for the midterm exam, include activities contrasting the Simple Present and the Present Progressive. <p>2. <u>Changes to data collection</u></p> <p style="padding-left: 40px;">Modify the layout and content of the midterm exams used in 2008 to increase data validity.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g.,	<ol style="list-style-type: none"> 1. Involve adjunct faculty in SLO development and SLO data collection. 2. Implement the assessment tool in all beginning level sections taught by both full-time and part-time instructors.

<p>alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so how?</p>	
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>The process revealed certain gaps between the implemented SLO and instructional methodology.</p>

The ASSESSMENT CYCLE: Closing the Assessment Loop

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- Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.
5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
 6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
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<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
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<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Develop a paragraph of 6-10 using the present perfect tense being sure to use appropriate conventions.	Rubric	ISLO1
Outcome 2: Select the correct verb tense (simple present and present progressive) needed to complete a passage in English.	Cloze Exercise	ISLO1 ISLO2
Outcome 3: Demonstrate an understanding of verb-gerund and verb-infinitive combinations by selecting the answer that correct completes the combination.	Error Analysis	ISLO1 ISLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful

completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: Eng 93 Date: 6/13/09
2. People involved in summarizing and evaluating data	Don Martini Sydney Rice Scott Simpson
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: The average score of all classes assessed was 8.37 out of a total of 12 points, reflecting a 66% success rate. This could be expected as students were first introduced to the present perfect verb tense this term and had previously limited experience writing paragraphs.</p> <p>Outcome 2: This exercise asked students to determine the correct verb tense needed to complete the exercise and then fill in the blank with the given verb in the correct tense. Students had only two tenses from which to choose: the simple present and the present progressive. The average success rate for this exercise was 72%. This is a bit surprising considering that these verb tenses have been introduced at the previous level.</p> <p>Outcome 3: In the exercise that students were given, they were asked to choose the correct combination (verb + gerund, or verb + infinitive) to complete given sentences. The average success rate with this exercise, which was included as part of an exam, was 71%. We expect the success rate to improve with changes made in the timing of the introduction to the subject material as noted below.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>We feel that the current SLO that involves writing a paragraph should be changed to better reflect the focus on our grammar class. Students have limited exposure to paragraph writing. Collecting data which asks students to perform in this manner does not provide an accurate assessment of their abilities vis-à-vis instructional procedure. Instead, we will look at a revised SLO that will assess the same content, but in a different manner.</p> <p>It is agreed that presentation of gerunds and infinitives be included towards the beginning of the term rather than the end of the term so that students will have more time to memorize and practice structures.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the	As mentioned above, one of the SLOs will be changed to better reflect instructional procedure, but also to ensure that students are demonstrating the ability to use specified grammatical structures to the level defined by the new

<p>outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>ESL curriculum. This, conceivably, will focus on sentence level writing rather than paragraph writing. We believe that the other two assessments types are appropriate, though we may look at altering the actual instrument to lessen that possibility of grader interpretation.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: <i>English 95</i> Date: <i>6-8-09</i></p>
<p>2. People involved in summarizing and evaluating data</p>	<p><i>Julie Craven</i></p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: <i>see attached</i></p> <p>Outcome 2:</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p><i>see attached</i></p> <p>**Will this include a change to the curriculum (i.e. course outline)? <i>no</i></p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p><i>The students need much more time practicing writing, sentence combining, and punctuation in the classroom. I intend to have the students do more in class writing and sentence combining.</i></p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p><i>I have also found that the students have serious problems with verb tense, verb form, and vocabulary use.</i></p>

3/12/2009 7:15 AM

1. Student learning outcome for English 66: Demonstrate mastery in understanding college level academic lectures and presentations that cover areas related to science, history, art, business, and sociology.

The students listened to a student presentation on the Paralympics. They then took a multiple choice listening comprehension test. There were twenty one students in class. 67% got an "A." 24% got a "B," and 9% got a "C." All twenty one students passed the test.

The students did very well on this test, and I was pleased with the results.

2. Student learning outcome for English 95: Demonstrate competency in writing paragraphs with the standard organizational pattern of topic sentence, supporting sentences, and concluding sentence with the following theme: stating reasons and using examples. The students' use of correct punctuation, grammar, spelling, and sentence structure also factored into their grade.

The students wrote a paragraph stating the reasons for eating at a good or bad restaurant, or they wrote a paragraph stating the reasons for buying a specific car. There were seventeen students in class. 24% got an "A." 24% got a "B." 17% got a "C," and 35% did not pass the assignment.

In my opinion, the students need to spend much more time practicing writing in the classroom. The students wrote nine paragraphs, including the final paragraph. However, they needed to do more. Therefore, the new 95 class, which will be two more hours per week, will help them tremendously. The students also need to do more in class writing that is graded on the first draft. They also need to do a lot of sentence combining practices. Not enough time is devoted to that in the classroom. As a result, I have ordered an additional book to accompany my writing book for the fall semester. This book is solely devoted to sentence combining.

The students have serious problems in the areas of verb tense and verb form. In the fall semester, they will be able to take verb tense review classes, which I think will be very beneficial. We need to develop a verb form or verbals class as well. The students also have a lot of vocabulary related problems. Writing instructors must monitor the students' vocabulary use and assist them in this area.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:



Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Outcome 1: Compose a multi-paragraph essay that uses a strong thesis statement.	English common final, rubric	ISLO1, ISLO2
Outcome 2: Compose a multi-paragraph essay that uses text with properly conjugated and properly used verbs.	English common final, rubric	ISLO1, ISLO2
Outcome 3: Compose a multi-paragraph essay that uses correctly formed sentences with virtually no errors of fragments, comma splices, and run-ons.	English common final, rubric	ISLO1, ISLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

***Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness**

6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	
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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

Section	Pass	Fail	Adequate Thesis— passing	Adequate Support— passing	Sentence Structure— passing	Diction, Spelling, Punctua.— passing	Verbs Tense/ Form, SVA— passing
10068 55	✓ ✓ ✓ —	✓ ✓ ✓ —	✓ ✓ ✓ ✓ — — —	✓ ✓ ✓ ✓ — —	✓ ✓ ✓ —	✓ ✓ ✓ —	✓ ✓ ✓ — —
	64%	36%	96%	92%	60%	48%	52%
10069 20	✓ ✓	✓ ✓	✓ ✓ ✓ —	✓ ✓ ✓ —	✓ ✓ —	✓ ✓	✓ ✓
	50%	50%	90%	85%	50%	60%	50%
10071 27	✓ ✓ ✓ —	✓ ✓ ✓ —	✓ ✓ ✓ ✓ — —	✓ ✓ ✓ ✓ — —	✓ ✓ ✓ —	✓ ✓ ✓ —	✓ ✓ ✓ — —
	52%	48%	93%	74%	63%	63%	52%
10072 27	✓ ✓ —	✓ ✓ ✓ — —	✓ ✓ ✓ ✓ — —	✓ ✓ ✓ — —	✓ ✓ ✓ —	✓ ✓	✓ ✓ — —
	33%	66%	85%	59%	59%	37%	33%

Average # of passers per class: 9.76

Passing
10

Passing
10

Passing
14

Passing
7

Section	Pass	Fail	Adequate Thesis— passing	Adequate Support— passing	Sentence Structure— passing	Diction, Spelling, Punctua.— passing	Verbs Tense/ Form, SVA—pas.
10074 10	IIII IIII 66%	IIII 33%	IIII IIII 89%	IIII IIII 75%	IIII IIII 75%	IIII IIII 66%	IIII IIII 75%
10075 1	IIII 29.4%	IIII IIII 70.5%	IIII IIII IIII 88%	IIII IIII 53%	IIII IIII 47%	IIII II 42%	IIII I 35%
10076 17	IIII IIII I 70.5%	IIII 29.4%	IIII IIII IIII 82%	IIII IIII I 65%	IIII IIII 47%	IIII IIII 53%	IIII IIII 59%
10077 9	IIII I 50%	IIII 33%	IIII IIII 100%	IIII IIII 88%	IIII 55%	IIII 65%	IIII II 77%

Passing
8

Passing
5

Passing
12

Passing
0

Passing
0

Passing
9

Passing
11

Passing
8

Section	Pass	Fail	Adequate Thesis— passing	Adequate Support— passing	Sentence Structure— passing	Diction, Spelling, Punctua.— passing	Verbs Tense/ Form, SVA—passing
10180 34	 29.4%	 70.4%	 82%	 65%	 41%	 47%	 56%
10217- 10218 23	 78%	 22%	 91%	 70%	 82%	 78%	 82%
11331 21	 52.3%	 47.7%	 95%	 71%	 62%	 48%	 66%
11338 14	 57%	 43%	 71%	 79%	 43%	 36%	 64%

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: English Division

Course Number/Title or Program Title: English 100/Basic English Composition

Contact Person/Others Involved in Process: Lead: Kathleen Dorantes Others: Michael Heumann, Robert Baukholt, Roberta Bemis, James Patterson, Robert Abrams

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Compose a multi-paragraph essay that uses a strong thesis statement.	English 100 common final Rubric Exemplary=Clear thesis statement Satisfactory=Implied thesis statement Unsatisfactory=No thesis statement	ISLO1, ISLO2
Compose a multi-paragraph essay that uses text with properly conjugated and properly used verbs.	English 100 common final Rubric Exemplary=No errors in verbs Satisfactory=A few errors with verbs Unsatisfactory=Several errors with verbs.	ISLO1, ISLO2
Compose a multi-paragraph essay that uses correctly formed sentences with virtually no errors of fragments, commas splices, and run-ons.	English 100 common final Rubric Exemplary=No sentence structure errors Satisfactory=A few sentence structure errors Unsatisfactory=Several sentence structure errors.	ISLO1, ISLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

* **Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number & Date of Assessment Cycle Completion	Course: _____ Date: _____
2. People involved in summarizing and evaluating data	_____
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: _____ Outcome 2: _____ Outcome 3: _____
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	_____ **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	_____
6. After-Thoughts Feel free to celebrate, _____, or otherwise discuss the process.	_____

3/10/2009 4:21 PM

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer "Yes" or "No" to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year's syllabus.
6. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Physical Education	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Improve cardiovascular and muscular fitness	Pre and post performance tests	
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
PE	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Demonstrate strength and endurance components.	Pre-test & Post-test	ISLO 1, 2, 3, 4,
Demonstrate improved cardiovascular fitness	Pre-test & Post-test	ISLO 1, 2, 3, 4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

IMPERIAL VALLEY COLLEGE Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

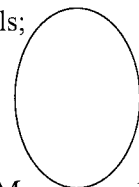
Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Increase confidence in one's ability to exercise, and recognize benefits of exercise.	Self efficacy and outcome expectation exercise scales	ISLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

6.9.2009

SLO Committee Rep./ Date:



6/9/2009 3:01 PM

1. Course Number & Date of Assessment Cycle Completion	Course: PE 103 Date: June 9, 2009
2. People involved in summarizing and evaluating data	Jill Tucker, Toni Pfister
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: 18 students completed the self efficacy scale, (scale range 1-5) the average score was 2.83 with a range of 1.6 – 4.8. This indicates that students are moderately confident they can be active. 18 students completed the outcome expectation for exercise scale. (scale 1-5). Average score was 4.19 with a range of 2.1 - 4.9. This indicates that students agree that exercise is beneficial for their overall health.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>I believe that by administering these tests as a beginning of the semester pre-exercise and a end of the semester post-exercise compilation, we will be able to register the students' attitude toward fitness. I think that a pre semester cardio fitness test and a post semester cardio fitness test will measure the students' progress in cardio health.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>It was a good start at collaborating with different instructions and conducting a more formal assessment. We all teach the class very different (calisthenics vs. aquatic vs. fitness center exercises) which makes this a bit of a challenge. This semester only one section was taught but two of us worked together on the data and form completion.</p> <p style="text-align: right;">6/9/2009 3:01 PM</p>

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>This class has the potential to vary the assessments according to each instructor's area of emphasis. By introducing several measurement options the class can evolve from one semester to another making each section that repeat students enroll in fully complete the fitness cycle.</p>
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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate rubric	ISLO1, ISLO2
Create and implement a comprehensive personal strength training program.	Written Program with Weekly Input	ISLO 1,2,3
Demonstrate knowledge of strength development and appropriate weight training principles	Written Exam and Workout Demonstrations	ISLO 1,2,3,4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number	PE 104 Weight Training
2. People involved in summarizing and evaluating data	Sidne Horton Toni Pfister
3. Data Results Briefly summarize the results of the data you collected.	<ol style="list-style-type: none"> 1. Students were <u>given the option</u> of completing a written strength program. 40 students chose not to. 6 did write a program chart (4 women). Weekly input was noted on the students who chose to keep charts. 2. Student were given an exam on weight training basics within the first 2 weeks --after a lecture was given on Strength Training. All students passed with 100%-- that was because if any question was missed it had to be corrected with the appropriate answer. Exercise demonstrations were offered to interested students—and other students acted as the teachers to demonstrate. 3.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>I will make the muscle chart assignment mandatory next time. It was disappointing that so few students wanted to maintain records. I will require monthly rather than weekly recordings.</p> <p>The men stated that they did not like the “hassle of carrying a chart around” and were not motivated by record keeping. But some type of ongoing record keeping seems important and making it optional is not very effective.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>NO</u></p>
5. Next Year (Optional) Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>It was effective. I will just be more demanding about the written record keeping to ensure more complete participation.</p> <p>I would like to add a self improvement rating at the end of the course.</p>
6. After-Thoughts (Optional) Feel free to celebrate, vent, or otherwise discuss the process.	<p style="text-align: right;">3/31/2009 7:40 AM</p>

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Perform with an increasing degree of proficiency in the skills, techniques and strategies of basketball	Game performance rubric	ISLO1, ISLO2, ISLO3
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Exercise Science Date: Spring 2008

Course Number/Title or Program Title: PE 121 Swimming

Contact Person: Toni Pfister Others: Dave Drury

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
P.E.	

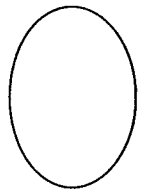
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., SLO1, SLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate rubric	ISLO1, ISLO2
Exhibit improved swimming skills by moving up one level on the Am Red Cross Learn-to-Swim Program; create and implement one 45- minute comprehensive aquatic workout.	Pre and Post Testing using Am Red Cross standards; workout rubric	ISLO1, ISLO2, ISLO3, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



Course Number & Date of Assessment Cycle Completion	Course: PE 121 Date: Mar 30, 2009
2. People involved in summarizing and evaluating data	Toni Pfister, Dave Drury, Jim Mecate, Jeff Dyo
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: 23 people completed the pre-test: One was at level I; eighteen were at level II; three were at level III; and one was at level IV. At the end of the course 21 students were still enrolled and all completed post-testing: zero were at Level 1; one was at Level II; sixteen were at Level 3 and four were at Level 4.</p> <p>Outcome 2: 21 students designed, implemented and assessed a swim workout. Points were awarded as follows:</p> <p>0 points: 1 student</p> <p>1-2 points: 4 students</p> <p>3-6 points: 0 students</p> <p>7-8 points: 1 student</p> <p>9-10: 15 students</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Everyone who completed the course moved up one level in the learn-to-swim program, except one student who was already a high level swimmer but chose for health reasons to take a low-level class. Therefore, most students improved their swim skills. I like the info gained by the testing but it took a lot of course time and took me away from helping and observing others. I need to design a faster way to measure a large group of students. Next time the post test will include the Am Red Cross designed post-test which is time efficient and already designed.</p> <p>Approximately 25 percent of the students did well with their written assignment. The 5 students who received little or no points did either not submit any part of the project or only submitted the workout, not the paper. Next time, I will development a more informative rubric and divide the project into two distinct sections. Workout will receive points. Write up will receive points, separately and at different dates to try to encourage everyone to participate.</p>

	✓
	**Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Yes, the process was interesting and effective. Though I knew that students improved, I hadn't previously conducted official pre testing. The data supports my curriculum and teaching strategies. I will provide an explanation of the Learn-to-Swim levels to students and a description of the post test to them with their syllabus. I think they will find it interesting and motivating to see their status. Subjective assessment is that students enjoyed designing and trying each others' workouts. I feel that writing across the curriculum, even in a swim class, is a great way to encourage communication skills.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	It was fun to share ideas and data with others in the department. That is something that has been greatly missing.

The ASSESSMENT CYCLE: Closing the Assessment Loop

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4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
PE	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Demonstrate knowledge of water safety skills and Am Red Cross techniques by passing ARC written exam on first attempt.	ARC Multiple Choice Exam	ISLO1, ISLO2, ISLO4
Outcome 2: Recognize an aquatic emergency and respond by appropriate entry, approach, and rescue of victim according to ARC standards.	ARC scenarios and check off list.	ISLO 2 and ISLO 3
Outcome 3:		

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The ASSESSMENT CYCLE: Closing the Assessment Loop

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Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

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6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
PE	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
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<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Demonstrate knowledge of swimming skills by passing Am Red Cross (ARC) written exam on first attempt.	ARC Multiple Choice Exam	ISLO1, ISLO2, ISLO4
Outcome 2: Implement a lesson plan that effectively teaches one aquatic skill using appropriate organization, strategies, cues, and constructive feedback.	ARC lesson plan assessment	ISLO 2 and ISLO 3
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required for course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

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1. Course Number & Date of Assessment Cycle Completion	Course: PE 123 Date: 08/24/09
2. People involved in summarizing and evaluating data	Toni Pfister & Sidne Horton
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Six students passed exam on first try. The two others did not; one was the same student who kept failing the lifeguard exams.</p> <p>Outcome 2: All students taught aquatic lesson plans, some of high quality but a couple were poor.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Increase class from 2 to 3 units so more time can be spent on utilizing “photographic eye” and improving ability to provide constructive stroke feedback. Utilize the ARC critique forms so students provide more than verbal feedback to each other. The students who did poor on the exam and lesson plans were students who missed class and forgot their books repeatedly. I am not sure how to help them with their personal responsibility issues. I can improve the quality of lesson plans for those who put forth effort by providing more group time in class for pre and post critiquing of lesson plan design and implementation.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>Yes</u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	It was fine. More time would be beneficial. I felt very pressured to fit everything in as I follow ARC lesson plans and add some college level work. I will work on more rigorously assessing Outcome 2 next year.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Exhibit improved fundamental tennis strokes and foot work.	Pre and Post Testing	ISLO 1,2,3,4
Model Tennis Game Strategy and Procedures	Game Demonstrations	ISLO 1,2
Demonstration Knowledge of Tennis Fundamentals and Court etiquette.	Exam	ISLO 1,2,4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number	PE 126 TENNIS
2. People involved in summarizing and evaluating data	Sidne Horton Toni Pfister
3. Data Results Briefly summarize the results of the data you collected.	<ol style="list-style-type: none"> 1. Improvement in fundamental tennis strokes were observed by the instructor. At the start of class no students could identify any of the 3 physical cues for making a correct shot. A rally of over 2 shots was rare. By the end of class students were aware of the proper stroke mechanics and could rally up to 5-10 plus times on the court or wall. 2. Instructor observed the class using proper court positioning during the variety of doubles games played during the course. Initially many corrections were needed—but later in the semester all students demonstrated the correct positioning. 3. Student were given an exam on Tennis basics. All students passed with 100%-- that was because if any question was missed it had to be corrected with the appropriate answer.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	I do not plan on implementing any major changes. I will have the students count their rallies in practice more so that they can see their improvement in stroke fundamentals. **Will this include a change to the curriculum (i.e. course outline)? <u>NO</u>
5. Next Year (Optional) Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	It was effective. I may want to consider a few written records to demonstrate improvement. (Like how many hits in a row, etc)
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	<div style="text-align: right;">3/31/2009 7:44 AM</div>

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

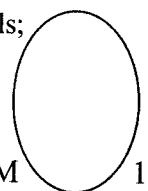
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate rubric	ISLO1, ISLO2
Perform the skills, footwork, and strategies of tennis with an increased degree of proficiency.	Pre and Post Testing	ISLO 1,2,3,4
Demonstrate comprehensive Knowledge of Tennis Concepts.	Exam	ISLO 1,2,4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number	PE 127 ADVANCED TENNIS
2. People involved in summarizing and evaluating data	Sidne Horton Toni Pfister
3. Data Results Briefly summarize the results of the data you collected.	<ol style="list-style-type: none"> 1. Improvement in fundamental tennis strokes and body positioning were observed by the instructor. An increase in the length of rallies was observed as well as an increase in ball pace and targeting. Drills involving target hitting increased in proficiency. 2. Students were given an exam on Tennis. All students passed with 100%-- that was because if any question was missed it had to be corrected with the appropriate answer.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	I do not plan on implementing any major changes. I would like to include a beginning and ending self evaluation. **Will this include a change to the curriculum (i.e. course outline)? <u>NO</u>
5. Next Year (Optional) Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	It was effective. I may want to consider a few written records to demonstrate improvement. (Like how many hits in a row, etc)
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	I

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Identify appropriate offensive and defensive baseball principles.	Final written exam	ISLO2 ISLO 3 ISLO 4
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: PE 140 Date: 04-01-09</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Jim Mecate and David Drury</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: I had the students identify the appropriate offensive and defensive baseball strategies with a written exam at the end of the semester. Twenty one of the twenty four students performed at 70% or higher. Two students were at the 60% or done at 50%.</p> <p>Outcome 2: Ten students were at 70%, eleven students were at 80% or higher.</p> <p>Outcome 3: N/A</p>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>I plan to do a day of review of the offensive and defensive of principles strategies just before the final to get a higher number of students to a higher level of understanding. The goal will be to get 21 students (88%) to perform at 80% or higher.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? No</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The process was effective, I will keep using the same outcome/assessment for next year.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
PE	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Exhibit improved swimming endurance;	Pre and Post Testing Endurance Test	ISLO 1, ISLO 3
Outcome 2: Critique strokes and identify improvements needed.	assignment rubric	ISLO1, ISLO2, ISLO3, ISLO4
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: PE 142 Date: 1/7/09
2. People involved in summarizing and evaluating data	Pfister, Drury, Deyo, Mecate
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: 18 students completed both pre and post testing. Two students missed one of the tests so their data wasn't used in this comparison. 4 students completed more distance without stopping; 7 students performed the post distance test between 00:10 and 1:00 faster; and 6 students completed the post test at least 1 minute faster. 1 student performed worse but had a recent leg injury.</p> <p>Outcome 2: 5 students received 15/15 points on paper; 2 students received 13/15 points; 1 student received 12/15 points; 6 students received 11/15 points; and 1 student received 8/15 points. 5 students did not complete paper though they had received a handout with instructions. Points were generally lost because students did not cite reference(s) or complete all sections of the project.</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>I will continue to implement pre and post endurance testing with students. Many students benefit from having a goal to work toward. I like how improvements on swimming endurance tests can be related to improved stroke efficiency or increased cardiovascular endurance or both. This was the first time I conducted the stroke critique activity and paper. Though having students research and use outside resources helped students learn more about a swim stroke (information literacy), it was difficult for a newer swimmer to critique a more advanced swimmer. Next time, I can more evenly match up students or I might change to a different activity designed to help students develop, implement, and critique a swim workout. In either case, I am going to work on improving the rubric and adding another step to the process where they do their outside research on a swim stroke prior beginning their critique and paper.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? No</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO,	Yes, the process was effective, but it will take more time and effort for documentation to become an organic part of teaching. I will keep the endurance outcome and testing the same. This was the first time I implemented this written assignment and am still considering if I will use it again or alter it, but a small group activity and paper will remain a part of the class. 10/21/2009 1:24 PM

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Exercise Science, Wellness & Sport

Course Number/Title or Program Title: PE 143/ Advanced Basketball

Contact Person/Others Involved in Process: Lead: Tyson Aye Others: Toni Pfister

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Perform, with an increasing degree of proficiency in the advanced skills, techniques and strategies of basketball.	Game performance rubric	ISLO1, ISLO2, ISLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Perform with an increasing degree of proficiency, the skills and techniques of competitive baseball.	Practical Evaluation= Pretest=1 st half PCC stats. Posttest=2ndhalf PCC stats	ISLO1 ISLO 2 ISLO 3
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: PE 150 Date: 06-01-09
2. People involved in summarizing and evaluating data	Jim Mecate and David Drury
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: From a subjective evaluation by the coach, each student improved through the season. The stat crew was not up and running until later in the season. Outcome 2: Outcome 3: N/A
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Based on the results, I plan to keep working the students hard each day on the fundamentals of baseball to include base running. **Will this include a change to the curriculum (i.e. course outline)? No
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	I believe the process was effective but I will have the assessment tool (stat crew) ready to go before the start of the season.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

Pacific Coast Conference

Imperial Valley

- Overall Stats
- Category Leaders

Overall Statistics

Pacific Coast Conference Overall Statistics for Imperial Valley (as of May 05, 2009) (All games Sorted by Batting avg)

• Record: 4-36 • PCC: 0-25 •

Player	avg	gp- gs	ab	r	h	2b	3b	hr	rbi	tb	slg%	bb	hbp	so	gdp	ob%	sf	sh	sb- att	po	a	e	fld%
Item,Gabriel	.397	22- 20	78	23	31	2	5	2	12	49	.628	3	2	17	0	.434	0	2	19- 21	56	1	2	.966
Ben,Clifford	.388	39- 39	147	22	57	10	5	3	25	86	.585	3	7	17	0	.424	1	2	1-4	45	33	7	.918
Borquez,Edgar	.375	24- 23	88	11	33	4	1	0	13	39	.443	5	1	7	0	.415	0	0	1-1	39	27	13	.835
Carter,Benny	.274	36- 36	135	22	37	5	1	3	19	53	.393	10	1	46	0	.324	2	0	0-1	236	19	6	.977
Flores,Jose	.274	28- 26	95	10	26	1	2	1	18	34	.358	4	4	16	0	.330	0	4	3-7	36	20	9	.862
Beal,Tyler	.260	29- 28	104	16	27	5	1	0	4	34	.327	8	1	38	0	.319	0	0	4-5	60	4	6	.914
Robles,Joey	.256	24- 23	86	6	22	1	0	0	14	23	.267	2	1	17	0	.281	0	0	0-1	96	6	1	.990
Buesch,Matt	.256	28- 24	86	6	22	1	1	0	10	25	.291	2	0	18	0	.267	2	2	1-1	113	15	1	.992
Gorman,Justin	.255	32- 30	106	21	27	3	2	0	17	34	.321	9	4	18	0	.336	0	2	5-6	55	57	12	.903
Villegas,Jose	.239	27- 25	92	13	22	5	0	0	10	27	.293	3	0	9	0	.263	0	5	1-2	45	51	16	.857
Bustamante,Fernando	.219	31- 25	96	12	21	2	0	0	7	23	.240	6	0	18	0	.262	1	2	0-2	54	56	19	.853

Rodriguez,Ivan	.500	2-0	2	0	1	0	0	0	0	1	.500	0	0	0	0	.500	0	0	0-0	4	9	3	.813
DeLosReyes,Hector	.368	8-6	19	4	7	2	0	0	4	9	.474	1	0	4	0	.400	0	0	0-0	10	1	0	1.000
De La Cruz, Michael	.276	9-9	29	3	8	0	1	0	2	10	.345	3	0	11	0	.344	0	0	0-0	41	11	5	.912
Lopez,Kenny	.216	16-9	37	3	8	1	0	0	2	9	.243	2	0	5	0	.256	0	0	0-0	16	7	5	.821
Rosales,Giovanni	.200	24- 19	65	8	13	1	0	0	4	14	.215	7	3	23	0	.307	0	1	1-1	29	44	17	.811
Suarez,Benjamin	.174	21- 15	46	4	8	4	0	0	2	12	.261	3	4	17	0	.283	0	2	0-0	16	1	0	1.000
Beason,Michael	.000	5-2	7	1	0	0	0	0	0	0	.000	0	2	4	0	.222	0	0	1-1	2	0	0	1.000
Jones,Jerme	.000	1-1	2	0	0	0	0	0	0	0	.000	0	0	2	0	.000	0	0	0-0	0	0	0	.000
Totals	.280	40- 40	1320	185	370	47	19	9	163	482	.365	71	30	287	0	.330	6	22	37- 53	961	385	124	.916
Opponents	.342	40-	1404	427	480	86	22	25	359	685	.488	200	49	203	0	.431	40	23	80-	1005	475	55	.964

40

95

LOB - Team (246), Opp (328). Picked off - Robles,Joey 2, Buesch,Matt 2, Flores,Jose 1, Gorman,Justi 1, Item.Gabriel 1.

(All games Sorted by Earned run avg)

Player	era	w-l	app-gs	cg	sho	sv	ip	h	r	er	bb	so	2b	3b	hr	ab	b/avg	wp	hbp	bk	sfa	sha
Borquez,Edgar	4.89	2-6	12-6	1	0/0	0	38.2	61	39	21	17	23	6	5	4	172	.355	3	4	0	6	3
De La Cruz, Michael	4.96	1-8	14-11	2	0/0	1	69.0	75	62	38	27	78	11	3	3	281	.267	1	12	1	4	6
Flores,Jose	8.19	0-1	10-1	0	0/0	0	29.2	49	44	27	24	20	14	3	0	137	.358	7	3	1	5	0
Beal,Tyler	9.26	0-2	13-0	0	0/0	0	23.1	36	43	24	24	6	6	0	2	101	.356	4	7	0	5	1
McShan.David	9.81	0-12	14-14	1	0/0	0	74.1	120	110	81	40	35	25	4	8	329	.365	7	11	3	9	9
Rodriguez,Ivan	11.22	1-6	14-8	0	0/0	0	43.1	76	69	54	30	20	12	3	3	201	.378	1	3	3	5	3

Benson,Clifford	1.50	0-0	6-0	0	0/0	1	6.0	8	3	1	4	4	0	0	0	26	.308	0	2	0	0	0
Item.Gabriel	1.80	0-0	4-0	0	0/0	0	5.0	5	3	1	1	0	0	1	0	17	.294	0	0	0	1	0
Rosales,Giovanni	3.38	0-0	3-0	0	0/0	0	8.0	9	6	3	4	2	2	0	0	34	.265	0	0	0	0	0
Lopez,Kenny	11.65	0-0	7-0	0	0/0	0	17.0	27	25	22	17	11	8	0	2	74	.365	6	5	0	4	0
Villegas,Jose	27.00	0-0	2-0	0	0/0	0	1.1	4	5	4	1	1	0	0	1	9	.444	0	0	0	0	0
Gorman,Justin	27.00	0-0	1-0	0	0/0	0	1.0	3	3	3	1	1	2	1	0	6	.500	0	0	0	0	0
Buesch,Matt	36.00	0-0	1-0	0	0/0	0	1.0	2	4	4	2	1	0	1	1	5	.400	0	1	0	0	0
DeLosReyes,Hector	37.12	0-0	2-0	0	0/0	0	2.2	5	11	11	8	1	0	1	1	12	.417	1	1	0	1	1
Totals	8.20	4-35	40-40	4	0/0	2	320.1	480	427	292	200	203	86	22	25	1404	.342	30	49	8	40	23
Opponents	3.92	33-4	40-40	18	4/3	1	335.0	370	185	146	71	287	47	19	9	1320	.280	3	30	4	6	22

PB - Team (53), Buesch,Matt 28, Robles,Joey 25, Opp (19). Pickoffs - Team (13), McShan.David 5, De La Cruz,M 2, Borquez,Edga 2, Flores,Jose 2, Rodriguez,Iv 1, Beal,Tyler 1, Opp (7). SBA/ATT - Buesch,Matt (56-64), McShan.David (29-37), Robles,Joey (23-28), De La Cruz,M (12-14), Rodriguez,Iv (12-12), Beal,Tyler (9-11), Flores,Jose (8-10), Borquez,Edga (5-6), Lopez,Kenny (4-4), DeLosReyes,H (1-1), Rosales,Gio (1-1).

(All games Sorted by Fielding pct)

Player	c	po	a	e	fld%	dp	sba	csb	sba%	pb	ci
Suarez,Benjamin	17	16	1	0	1.000	0	0	0	---	0	0
DeLosReyes,Hector	11	10	1	0	1.000	0	1	0	1.000	0	0
Betterson,Michael	2	2	0	0	1.000	0	0	0	---	0	0
Buesch,Matt	129	113	15	1	.992	0	56	8	.875	28	0
Robles,Joey	103	96	6	1	.990	0	23	5	.821	25	0
Carter,Benny	261	236	19	6	.977	0	0	0	---	0	0
Item.Gabriel	59	56	1	2	.966	0	0	0	---	0	0
McShan.David	33	8	23	2	.939	0	29	8	.784	0	0
Benson,Clifford	85	45	33	7	.918	0	0	0	---	0	0
Beal,Tyler	70	60	4	6	.914	0	9	2	.818	0	0
De La Cruz, Michael	57	41	11	5	.912	0	12	2	.857	0	0
Gorman,Justin	124	55	57	12	.903	0	0	0	---	0	0
Flores,Jose	65	36	20	9	.862	0	8	2	.800	0	0
Villegas,Jose	112	45	51	16	.857	0	0	0	---	0	0
Bustamante,Fernando	129	54	56	19	.853	0	0	0	---	0	0
Borquez,Edgar	79	39	27	13	.835	0	5	1	.833	0	0
Lopez,Kenny	28	16	7	5	.821	0	4	0	1.000	0	0
Rodriguez,Ivan	16	4	9	3	.813	0	12	0	1.000	0	0
Rosales,Giovanni	90	29	44	17	.811	0	1	0	1.000	0	0
Jones,Jerme	0	0	0	0	.000	0	0	0	---	0	0
Totals	1470	961	385	124	.916	0	80	15	.842	53	0

Opponents

1535 1005 475 55 .964 0 37 16 .698 19 0

Category Leaders

Pacific Coast Conference Batting Leaders for Imperial Valley (as of May 05, 2009) (All games)

Batting avg		Slugging pct		On base pct	
1. Item.Gabriel	.397	1. Item.Gabriel	.628	1. Item.Gabriel	.434
2. Benson,Clifford	.388	2. Benson,Clifford	.585	2. Benson,Clifford	.424
3. Borquez,Edgar	.375	3. Borquez,Edgar	.443	3. Borquez,Edgar	.415
4. Carter,Benny	.274	4. Carter,Benny	.393	4. Gorman,Justin	.336
5. Flores,Jose	.274	5. Flores,Jose	.358	5. Flores,Jose	.330
Runs scored		Hits		Runs batted in	
1. Item.Gabriel	23	1. Benson,Clifford	57	1. Benson,Clifford	25
2. Carter,Benny	22	2. Carter,Benny	37	2. Carter,Benny	19
Benson,Clifford	22	3. Borquez,Edgar	33	3. Flores,Jose	18
4. Gorman,Justin	21	4. Item.Gabriel	31	4. Gorman,Justin	17
5. Beal,Tyler	16	5. 2 tied at ...	27	5. Robles,Joey	14
Doubles		Triples		Home runs	
1. Benson,Clifford	10	1. Benson,Clifford	5	1. Carter,Benny	3
2. Carter,Benny	5	Item.Gabriel	5	Benson,Clifford	3
Villegas,Jose	5	3. Flores,Jose	2	3. Item.Gabriel	2
Beal,Tyler	5	Gorman,Justin	2	4. Flores,Jose	1
5. 2 tied at ...	4	5. 5 tied at ...	1		
Total bases		Walks		Hit by pitch	
1. Benson,Clifford	86	1. Carter,Benny	10	1. Benson,Clifford	7
2. Carter,Benny	53	2. Gorman,Justin	9	2. Flores,Jose	4
3. Item.Gabriel	49	3. Beal,Tyler	8	Gorman,Justin	4
4. Borquez,Edgar	39	4. Rosales,Giovanni	7	Suarez,Benjamin	4
5. 3 tied at ...	34	5. Bustamante,Fernando	6	5. Rosales,Giovanni	3
Sac bunts		Sac flies		Stolen bases	
1. Villegas,Jose	5	1. Carter,Benny	2	1. Item.Gabriel	19
2. Flores,Jose	4	Buesch,Matt	2	2. Gorman,Justin	5
3. 6 tied at ...	2	3. Bustamante,Fernando	1	3. Beal,Tyler	4
		Benson,Clifford	1	4. Flores,Jose	3
				5. 6 tied at ...	1
Caught stealing		Steal attempts		Stolen base pct	
1. Flores,Jose	4	1. Item.Gabriel	21	1. Borquez,Edgar	1.000
2. Benson,Clifford	3	2. Flores,Jose	7	Buesch,Matt	1.000
3. Bustamante,Fernando	2	3. Gorman,Justin	6	3. Item.Gabriel	.905
Item.Gabriel	2	4. Beal,Tyler	5	4. Gorman,Justin	.833
5. 5 tied at ...	1	5. Benson,Clifford	4	5. Beal,Tyler	.800
Strikeouts		Grounded into DP		Total plate appearances	
1. Carter,Benny	46	None		1. Benson,Clifford	160
2. Beal,Tyler	38			2. Carter,Benny	148
3. Rosales,Giovanni	23			3. Gorman,Justin	121
4. 3 tied at ...	18			4. Beal,Tyler	113
				5. Flores,Jose	107
At bats		Games played		Game starts	

1. Benson,Clifford	147	1. Benson,Clifford	39	1. Benson,Clifford	39
2. Carter,Benny	135	2. Carter,Benny	36	2. Carter,Benny	36
3. Gorman,Justin	106	3. Gorman,Justin	32	3. Gorman,Justin	30
4. Beal,Tyler	104	4. Bustamante,Fernando	31	4. Beal,Tyler	28
5. Bustamante,Fernando	96	5. Beal,Tyler	29	5. Flores,Jose	26
Games as sub					
1. Lopez,Kenny	7				
2. Suarez,Benjamin	6				
Bustamante,Fernando	6				
4. Rosales,Giovanni	5				
5. Buesch,Matt	4				

Pacific Coast Conference Pitching Leaders for Imperial Valley (as of May 05, 2009) (All games)

Earned run avg		Opposing bat avg		Won-loss pct	
1. Borquez,Edgar	4.89	1. De La Cruz, Michael	.267	1. Borquez,Edgar	.250
2. De La Cruz, Michael	4.96	2. Borquez,Edgar	.355	2. Rodriguez,Ivan	.143
3. Flores,Jose	8.19	3. Beal,Tyler	.356	3. De La Cruz, Michael	.111
4. Beal,Tyler	9.26	4. Flores,Jose	.358	4. Flores,Jose	.000
5. McShan.David	9.81	5. McShan.David	.365	Beal,Tyler	.000
Wins		Losses		Saves	
1. Borquez,Edgar	2	1. McShan.David	12	1. De La Cruz, Michael	1
2. Rodriguez,Ivan	1	2. De La Cruz, Michael	8	Benson,Clifford	1
De La Cruz, Michael	1	3. Rodriguez,Ivan	6		
		Borquez,Edgar	6		
		5. Beal,Tyler	2		
Innings pitched		Batters struck out		Appearances	
1. McShan.David	74.1	1. De La Cruz, Michael	78	1. McShan.David	14
2. De La Cruz, Michael	69.0	2. McShan.David	35	De La Cruz, Michael	14
3. Rodriguez,Ivan	43.1	3. Borquez,Edgar	23	Rodriguez,Ivan	14
4. Borquez,Edgar	38.2	4. Rodriguez,Ivan	20	4. Beal,Tyler	13
5. Flores,Jose	29.2	Flores,Jose	20	5. Borquez,Edgar	12
Games started		Games finished		Games in relief	
1. McShan.David	14	1. Flores,Jose	6	1. Beal,Tyler	13
2. De La Cruz, Michael	11	2. Beal,Tyler	5	2. Flores,Jose	9
3. Rodriguez,Ivan	8	3. 4 tied at ...	4	3. Lopez,Kenny	7
4. Borquez,Edgar	6			4. 3 tied at ...	6
5. Flores,Jose	1				
Wild pitches		Balks		Hit batters	
1. Flores,Jose	7	1. Rodriguez,Ivan	3	1. De La Cruz, Michael	12
McShan.David	7	McShan.David	3	2. McShan.David	11
3. Lopez,Kenny	6	3. Flores,Jose	1	3. Beal,Tyler	7
4. Beal,Tyler	4	De La Cruz, Michael	1	4. Lopez,Kenny	5
5. Borquez,Edgar	3			5. Borquez,Edgar	4
Intentional BB allowed		Runners picked off		Batters SO out looking	
None		1. McShan.David	5	1. De La Cruz, Michael	21
		2. Borquez,Edgar	2	2. McShan.David	9
		Flores,Jose	2	3. Rodriguez,Ivan	7
		De La Cruz, Michael	2	4. Borquez,Edgar	6
		5. 2 tied at ...	1	5. Flores,Jose	4
Sac bunts allowed		Sac flies allowed		Hits allowed	
1. McShan.David	9	1. McShan.David	9	1. Beal,Tyler	36
2. De La Cruz, Michael	6	2. Borquez,Edgar	6	2. Flores,Jose	49

3. Rodriguez,Ivan	3	3. Beal,Tyler	5	3. Borquez,Edgar	61
Borquez,Edgar	3	Flores,Jose	5	4. De La Cruz, Michael	75
5. 2 tied at ...	1	Rodriguez,Ivan	5	5. Rodriguez,Ivan	76
Runs allowed		Earned runs allowed		Walks allowed	
1. Borquez,Edgar	39	1. Borquez,Edgar	21	1. Borquez,Edgar	17
2. Beal,Tyler	43	2. Beal,Tyler	24	2. Flores,Jose	24
3. Flores,Jose	44	3. Flores,Jose	27	Beal,Tyler	24
4. De La Cruz, Michael	62	4. De La Cruz, Michael	38	4. De La Cruz, Michael	27
5. Rodriguez,Ivan	69	5. Rodriguez,Ivan	54	5. Rodriguez,Ivan	30
Doubles allowed		Triples allowed		Home runs allowed	
1. Borquez,Edgar	6	1. Beal,Tyler	0	1. Flores,Jose	0
Beal,Tyler	6	2. De La Cruz, Michael	3	2. Beal,Tyler	2
3. De La Cruz, Michael	11	Flores,Jose	3	3. Rodriguez,Ivan	3
4. Rodriguez,Ivan	12	Rodriguez,Ivan	3	De La Cruz, Michael	3
5. Flores,Jose	14	5. McShan.David	4	5. Borquez,Edgar	4

**Pacific Coast Conference
Fielding Leaders for Imperial Valley (as of May 05, 2009)
(All games)**

Fielding pct		Chances		Putouts	
1. Suarez,Benjamin	1.000	1. Carter,Benny	261	1. Carter,Benny	236
2. Buesch,Matt	.992	2. Buesch,Matt	129	2. Buesch,Matt	113
3. Robles,Joey	.990	Bustamante,Fernando	129	3. Robles,Joey	96
4. Carter,Benny	.977	4. Gorman,Justin	124	4. Beal,Tyler	60
5. Item.Gabriel	.966	5. Villegas,Jose	112	5. Item.Gabriel	56
Assists		Errors		Fielding double plays	
1. Gorman,Justin	57	1. Bustamante,Fernando	19	None	
2. Bustamante,Fernando	56	2. Rosales,Giovanni	17		
3. Villegas,Jose	51	3. Villegas,Jose	16		
4. Rosales,Giovanni	44	4. Borquez,Edgar	13		
5. Benson,Clifford	33	5. Gorman,Justin	12		
Stolen bases against		Caught stealing by		Steal attempts against	
1. Buesch,Matt	56	1. McShan.David	8	1. Buesch,Matt	64
2. McShan.David	29	Buesch,Matt	8	2. McShan.David	37
3. Robles,Joey	23	3. Robles,Joey	5	3. Robles,Joey	28
4. Rodriguez,Ivan	12	4. 3 tied at ...	2	4. De La Cruz, Michael	14
De La Cruz, Michael	12			5. Rodriguez,Ivan	12
Passed balls		Catchers interference			
1. Buesch,Matt	28	None			
2. Robles,Joey	25				

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Perform, with an increasing degree of proficiency, the skills, techniques, and strategies of competitive intercollegiate basketball	Pre Conference & Conference game statistics	
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: PE 151 Date: 6/29/2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Aye, Pfister</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: 12 Students completed both pre and post testing of pre conference and conference game statistics. Four students did not finish the conference season so their data wasn't used in the comparison.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>I will continue to use pre conference and conference statistics. Many students benefit from having personal goals to work toward.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? NO</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>Yes. I will keep using the pre conference and conference statistics the same.</p>

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Analyze and customize the principles of strength and cardiovascular training to their respective sport.	Pre and Post practical exam on the bench press and mile run test	ISLO2 ISLO 3
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: PE 161 Date: 04-01-09
2. People involved in summarizing and evaluating data	Jim Mecate and David Drury
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: I compared the students initial bench press and mile run tests done at the beginning of the semester with the one done at the end of the semester. All of the students improved on the mile run times but the bench press score remained the same or a slight decrease in most of the students.</p> <p>Outcome 2: N/A</p> <p>Outcome 3: N/A</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Based on the results I plan to be consistent with my testing procedures to get a more valid result to make possible adjustments next year. The initial tests I had done separately on different days but the concluding tests at the end of the semester I did on the same day. I had the students do the run test first then shortly afterwards we did the bench press test which I believe negatively affected the bench press results.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? No</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	I believe the process was effective but I will do the assessment the same at the beginning of the semester and the end of the semester. The bench press and mile run tests will be done on different days.

6. After-Thoughts

Feel free to celebrate, vent, or otherwise discuss the process.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Perform with an increase degree of proficiency the skills and techniques of competitive soccer.	Practical evaluation Pre or Post testing skills Test ball control	ISLO2 ISLO 3
Outcome 2: Increase improvement of physical conditioning, ball control and dribbling, game awareness and decision making , learned to play different positions acquired stamina and endurance.	Time conditioning and drills playing different positions	SLO 1 SLO 2
Outcome 3: Learned rules, team communications and self discipline.		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: PE 161 Date: 06-11-09
2. People involved in summarizing and evaluating data	Rafael Contreras, Angelica Ramos and Robert Guerrero
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: The students developed more stamina and endurance to play at a higher level of competitive soccer. The students advanced in their technical and mental abilities to perform better in competitive soccer matches. The students performed soccer skills with increased proficiency and awareness. They improved in conditioning, ball control, dribbling, shooting and different soccer positions. Outcome 2: N/A Outcome 3: N/A
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	The students improved in conditioning, stamina and endurance with better ball control and passing the ball. Students improved in better discipline to practice and play at higher levels. The conditioning will be more emphasized next year along with other tactical strategies to playing soccer. **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The process was effective but I will change some of the assessments.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

The ASSESSMENT CYCLE: Closing the Assessment Loop

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1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

1. Course Number & Date of Assessment Cycle Completion	Course: PE 162 Date: 6/27/09
2. People involved in summarizing and evaluating data	Aye, Pfister
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: 17 students completed both pre and post tests in both muscular strength and cardiovascular endurance. All 17 students improved on each test. Outcome 2: Outcome 3:
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	I will continue to implement pre and post muscular strength and cardiovascular endurance tests. Many students benefit from having a goal to work toward. **Will this include a change to the curriculum (i.e. course outline)? NO
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Yes, the process was effective as all 17 students improved on their tests. I will keep the muscular strength and cardiovascular endurance tests the same.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Analyze and customize the principles of strength and cardiovascular training to their respective sport.	Pre and Post practical exam on the bench press	ISLO1 ISLO 2
Outcome 2:		
Outcome 3:		

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Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
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4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

Imperial Valley College

Spring 2009

Full Term

Census Date: 02 MAR 2009

18 MAR 2009

CRN SUBJ CRSE
20911 PE 162

IN SEASON COND FOR ATHLETES

CREDITS DIVISION
1.50 EWS

INSTRUCTOR(S) - (P)primary

TYPE

DAYS

TIME

BUILDING

ROOM

Mecate II, James (P)

Laboratory

MW

0345-0510pm

700

755

Class Start Date: 17 FEB 2009

Last Date to Add: 28 FEB 2009

Class End Date: 12 JUN 2009

Deadline to drop WITH "W": 15 MAY 2009

ID	Student Name	Bench	Time	Bench	Drop Date	Last Attend	Fin Grd
1	G00702277 Beal, Tyler	4	6:10	4			
2	G00706545 Benson, Clifford	1	8:52	6			
3	G00708303 Borquez, Edgar	1	7:32	1			
4	G00705538 Buesch, Matt	2	9:09				
5	G00633593 Bustamante, Fernando	5	6:39				
6	G00701733 Carter, Benny	25	10:35	27			
7	G00708323 De La Cruz, Manuel	0	9:26				
8	G00708284 Delosreyes, Hector						
9	G00702162 Derrick, Casey			6			
10	G00632752 Flores Camarillo, Jose	1	6:20				
11	G00708853 Gorman, Justin	2	6:49	0			
12	G00620025 Item, Gabriel	13	6:06				
13	G00705984 Lopez, Kenny	1	7:47	1			
14	G00390608 Mcshan, David	-	6:55	9			
15	G00701958 Nolasco, Francisco	1	9:14	0			
16	G00701107 Ramirez, Jesus			7			
17	G00708381 Robles, Joey	1	7:26				
18	G00700452 Rodriguez, Ivan	2	6:50	2			
19	G00703013 Rosales, Giovanni	1	6:29	1			
20	G00708368 Suarez, Benjamin	11	7:40	10			
21	G00621112 Tabarez, Paul			9			
22	G00706305 Villegas, Jose	1	6:45				
23	G00622264 <i>Cosong, David</i>			15			
24							
25							

Imperial Valley College

Spring 2009

Full Term

Census Date: 02 MAR 2009

18 MAR 2009

CRN SUBJ CRSE
20911 PE 162

IN SEASON COND FOR ATHLETES

CREDITS DIVISION
1.50 EWS

J. Mecate
6-2-09

INSTRUCTOR(S) - (P)primary

TYPE

DAYS

TIME

BUILDING

ROOM

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Demonstrate appropriate offensive and defensive baseball strategy.	Final written exam	ISLO2 ISLO 3 ISLO 4
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: PE 200 Date: 04-01-09
2. People involved in summarizing and evaluating data	Jim Mecate and David Drury
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: I had the students identify the appropriate offensive and defensive baseball strategies with a written exam at the end of the semester. Twenty one of the twenty four students performed at 80% or higher. Two students performed in the 70% and one student performed in the 50%.</p> <p>Outcome 2: N/A</p> <p>Outcome 3: N/A</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>I plan to do a day of review of the appropriate offensive and defensive strategies just before the final to get 23 students (96%) to perform at 80% or higher.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? No</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The process was effective and I will keep using the same outcome/assessment for next year.

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	
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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Exercise Science, Wellness & Sport

Course Number/Title or Program Title: PE 201/ Theory of Basketball

Contact Person/Others Involved in Process: Lead: Tyson Aye Others: Toni Pfister

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Physical Education	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool <small>(e.g., exam, rubric, portfolio)</small>	Institutional Outcome* <small>(e.g., ISLO1, ISLO2)</small>
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify offensive and defensive concepts of team basketball with an increasing degree of proficiency	Exam	ISLO1, ISLO2, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Physical Education	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
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<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
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<input type="checkbox"/> Natural Science
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<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify offensive and defensive concepts of team basketball with an increasing degree of proficiency	Exam	ISLO1, ISLO2, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: PE 201 Date: 6/27/09
2. People involved in summarizing and evaluating data	Aye, Pfister
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Next time I'll look at implementing a pre and post test on rules of the game of basketball.</p> <p>Outcome 2: Next time I'll look at implementing a short teaching presentation of an aspect of the game of basketball (ex: establishing a pivot foot, 2-3 zone, man defense principles.)</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	I plan to spend more time on rules of the game. It was difficult for students new to the game of basketball to understand fundamental concepts of the game without adequate knowledge of the rules. Data on the teaching presentations and rules tests will be collected Fall 2009. **Will this include a change to the curriculum (i.e. course outline)? NO
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	I will implement short teaching demonstrations of a basketball concept. Additionally, I will implement pre and post tests on the rules of the game of basketball.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Exercise Science, Wellness & Sport

Course Number/Title or Program Title: PE 201/ Theory of Basketball

Contact Person/Others Involved in Process: Lead: Tyson Aye Others: Toni Pfister

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Physical Education	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool <small>(e.g., exam, rubric, portfolio)</small>	Institutional Outcome* <small>(e.g., ISLO1, ISLO2)</small>
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify offensive and defensive concepts of team basketball with an increasing degree of proficiency	Exam	ISLO1, ISLO2, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1 Course Number & Date of Assessment Cycle Completion	Course: PE 201 Date: 6/27/09
2. People involved in summarizing and evaluating data	Aye, Pfister
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: Next time I'll look at implementing a pre and post test on rules of the game of basketball. Outcome 2: Next time I'll look at implementing a short teaching presentation of an aspect of the game of basketball (ex: establishing a pivot foot, 2-3 zone, man defense principles.) Outcome 3:
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	I plan to spend more time on rules of the game. It was difficult for students new to the game of basketball to understand fundamental concepts of the game without adequate knowledge of the rules. Data on the teaching presentations and rules tests will be collected Fall 2009. **Will this include a change to the curriculum (i.e. course outline)? NO _____
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	I will implement short teaching demonstrations of a basketball concept. Additionally, I will implement pre and post tests on the rules of the game of basketball.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form



Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

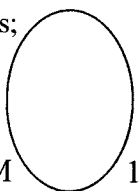
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input checked="" type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate rubric	ISLO1, ISLO2
Create and Perform appropriate elementary PE lessons	Written Lesson Plans and Presentation	ISLO 1,2,3
Determine and Evaluate appropriate and inappropriate elementary PE practices and lesson components	Written Portfolio	ISLO 1,2,3,4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; LO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number	PE 211 Physical Education in Elementary School
2. People involved in summarizing and evaluating data	Sidne Horton Toni Pfister
3. Data Results Briefly summarize the results of the data you collected.	<ol style="list-style-type: none"> 1. 100% of the students completing the course taught 3 elementary PE lessons and presented lesson plans, activity sheets, and resource sheets. Comparing the 3rd lesson score to the 1st- an improved score was obtained by 28 out of 45 students. (note: the 1st lesson was evaluated by the IVC instructor and the 3rd lesson was evaluated by the student) 2. A Final Exam was completed were students evaluated lesson components and appropriate PE practices. Out of 15 points – 40 out of 45 students scored a 13 or higher. Points were generally lost because students wrote brief answers or did not address the multiple components of the exam questions.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Based on these results I would like to give more details on the teaching evaluation form as it appears the students are often more critical of themselves than the instructor is—as far as giving themselves points is concerned. I would like to standardize this more.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>NO</u></p>
5. Next Year (Optional) Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>The process was effective. I was interested in the students self evaluation scores. I would like to compare the self score from teaching lesson #1 to the self score from lesson #3 next time. This would give better self -improvement data of teaching skills by the students.</p>
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	<p>The process was hard to measure. I can see the massive changes the students made as teachers—but find it hard to measure it in a meaningful way.</p>

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
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<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Students will demonstrate competence in completing the Free Application for Federal Student Aid (FAFSA) on-line.	Federal Application Report	ISLO4
Outcome 2: Students will demonstrate understanding of the financial aid ‘Satisfactory Academic Progress’ rules after attending a SAP workshop.	Workshop attendance and evaluation.	ISLO2 ISLO3
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills;

ISLO3 = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

1. Course Number & Date of Assessment Cycle Completion	Program: Financial Aid/BFAP Date: 7/22/2009
2. People involved in summarizing and evaluating data	Janis Magno, Carey Fristrup, all Financial Aid Officers and Technicians
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: The number of electronically filed FAFSAs continues to increase. In the 0708 aid year, we processed 6858 ISIRS which resulted from electronically filed FAFSA. In 0809, that number increased to 7497, reflecting a 9% increase. This is a double digit increase over any previous year's next highest increase. We are satisfied that our outreach and inreach efforts are finding our currently targeted populations, however we will continue to assess this outcome as we add new activities that target ever-expanding and newly identified populations of students and prospective students who need information about applying for financial aid.</p> <p>Outcome 2: The number of students on Financial Aid probation who attended a SAP Workshop during the 0809 aid year was 2390. While we can say that these students now have a better understanding of the financial aid probation process based on the self-reported outcomes of the evaluations taken at the end of each class, the next step to validate the efficacy of these workshops is to compare this year's outcomes against the future success of these students. In other words, did attending the workshop and attaining an expanded understanding of the impact of grades and course completion on financial aid eligibility make a difference in the student's future academic success. We will continue to assess this outcome in order to look at the success of the workshop from the perspective of both the short-term and the long-term success of the students.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>In 2009-2010, we will begin to verify only those FAFSAs selected by CPS for verification. In the past we have verified 100% of our applications and have found that we just don't have the staff to do this in a timely manner. The large increase in the number of electronic applications required us to take a look at our business practices only to discover that our internal processes were not keeping up with the times. As a result, we will streamline our internal verification process in order to decrease the time it takes to go from application to award, thereby serving students in a more timely manner.</p> <p>Our second SLO, the SAP Workshop, has resulted in a simplification of the probation process in financial aid. In attempting to help students understand the probation process we realized that part of the problem was that the process was too complicated. Beginning Fall 2009, we will implement a new, streamlined probation process that will hopefully be better understood as we move forward.</p> <p style="text-align: right;">7/23/2009 10:36 AM</p>

	**Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>The entire process of selecting our outcomes and assessing them was extremely valuable. It forced us as a department to take a look at our business practices and how these may have been contributing to problems that we had categorized as 'student problems'. By making a few changes we have improved the process for both the staff and students.</p> <p>We will continue tracking these 2 outcomes with the intent of comparing data over a number of years. In addition, we will be able to compare probation students who attended a SAP workshop to those who didn't to see if there has been a difference in their post-workshop academic performance.</p>
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<p>Only 1 suggestion – we need a modified form for use by non-instructional programs. So much of the form's content and direction is confusing because it is meant for course level SLOs and not program SLOs. That said, this was a very rewarding process, requiring thought, reflection, and analysis of business process that in the end benefited students, program staff, and ultimately, the college. A win-win for everyone – what could be better than that!</p>

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
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4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc.

You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: AMSL 100 Date: March 30, 2009</p>																									
<p>2. People involved in summarizing and evaluating data</p>	<p>Chuck Mason, Mila Dizon, and Reyna Gutierrez</p>																									
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: original outcome was not specific enough and was not realistically measurable. Original outcome to be changed: <u>Develop sign language vocabulary and socially accepted behavior within the Deaf Culture to initiate and hold a conversation with Deaf people.</u></p> <p>Initiating and holding a conversation with a Deaf person is a goal of the class but not a realistic measurable outcome. We would need to have a Deaf person converse with each student and the conversation would need to be evaluated for a grade.</p> <p>The rubric that was developed used an A is no errors. The majority of the class got a B in the section of Sign Production. An A would be someone who signed the presentation without any errors. A few minor errors would not affect the overall understandability of the communication. The rubric must be changed to evaluate the students fairly in the area of sign production. We did not have a section specifically for full-sentences. That also needs to be added. All of the rubrics that ASL instructors covered all the main elements. It seems to be things lacking in each person's rubric. We will create one rubric from all of the positive elements of the rubrics. Some of the wording needs to be changed if we were using an example from another subject like speech or English composition.</p> <p>Mrs. Dizon worked hard on creating a rubric that I used in my class and she also wrote a report listed below.</p> <p>This semester we have started using a newly developed rubric in evaluating our students more objectively. It covers the four most significant aspects in developing proficiency in American Sign Language: namely, signs, finger-spelling, expressiveness and technical factors. Each area is further broken down to specifics. The rubric provides a more comprehensive, accurate, and objective assessment of each student's level of performance across different course levels. Below is the data that indicates the performance of 48 students in two AMSL-1 classes in dialogue performance.</p> <table border="1" data-bbox="402 1612 1487 1953"> <thead> <tr> <th>AMSL Aspect</th> <th colspan="4">Percentage</th> </tr> </thead> <tbody> <tr> <td>1. Sign correctness/accuracy/ production /del.etc</td> <td>A= 9%</td> <td>B= 73%</td> <td>C= 18%</td> <td>D= 0%</td> </tr> <tr> <td>2. Fingerspelling.</td> <td>A= 55%</td> <td>B= 27%</td> <td>C= 18%</td> <td>D= 0%</td> </tr> <tr> <td>3. Expressiveness (wh/y/n questions facial expression)</td> <td>A=0%</td> <td>B= 91%</td> <td>C= 9%</td> <td>D= 0%</td> </tr> <tr> <td>4. Technical factor- Eye contact, Distracting mannerism/ Use of mimes/gestures/classifiers.</td> <td>A= 100%</td> <td>B= 0%</td> <td>C= 0%</td> <td>D= 0%</td> </tr> </tbody> </table>	AMSL Aspect	Percentage				1. Sign correctness/accuracy/ production /del.etc	A= 9%	B= 73%	C= 18%	D= 0%	2. Fingerspelling.	A= 55%	B= 27%	C= 18%	D= 0%	3. Expressiveness (wh/y/n questions facial expression)	A=0%	B= 91%	C= 9%	D= 0%	4. Technical factor- Eye contact, Distracting mannerism/ Use of mimes/gestures/classifiers.	A= 100%	B= 0%	C= 0%	D= 0%
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<p>AMSL 100, ASL 1</p>	<p style="text-align: center;">Page 1A</p>																									

Of the four areas, students have very strong sense of maintaining eye contact using mimes/gestures and classifiers when appropriate and avoiding distracting mannerism while signing. Expressiveness in terms of fitting facial expressions with wh and y/n questions during conversation demonstrates inconsistencies during the dialogue for all students. Failure to match the correct facial expression to the questions greatly impact comprehension. Sign correctness is the second weak area. Although this is expected when students are exposed to AMSL for the first time, we still set high but attainable goals for our students for each course. What is impressive in the data gathered/analysis is the students' ability to fingerspell words with appropriate smoothness, fluency, and rhythm at this early time of the semester. Fingerspelling is another challenging aspect of AMSL.

The results of the data analysis give the instructor a better perspective on the students' strengths and weaknesses and on how to modify/intervene/ redirect/enrich classroom instructions/learning activities/assessment tools to ensure maximum students development of AMSL proficiency.

The SLO should be changed to:

Students will demonstrate the use of American Sign Language grammar and vocabulary focusing on the production of the signs.

4. Course / Program Improvement

Please describe what change(s) you plan to implement based on the above results.

A more comprehensive rubric will be created using parts from all rubrics collected from ASL instructors and other staff. Various elements of ASL grammar can be assessed then the data can be used to change the curriculum.

The use of a classroom with built-in projector, computer connection, DVD and VCR will improve the quality of instruction and will increase the exposure to the language. A lot of time is spent writing the dialogues on the board and connecting equipment that can be used for instruction. Every section and class meeting is unique and the instructor must evaluate student learning constantly to ensure student learning. Decisions have to be made as to practice a dialogue in the book, use a premade PowerPoint presentation or supplement the learning with a DVD or VHS that has the same content as the classroom instruction. ASL is a visual language so everything that is done in class is visual and the students must see the instructor and visual instructional material. To mime, gesture and draw everything on the board is too time consuming when a photo can be shown from the PowerPoint as well as a whole category of vocabulary shown in the sometimes it would be to express one signed vocabulary word without the computer. Usually only 5 minutes of the video is shown at a time and it is hard to get the A/V department to bring the equipment on a regular manner. Sometimes I am introducing a new topic and I might or might not use the DVD depending on the time I have. I need to model all of the signs. I need the students to understand what I am signing. Then I need the students to practice so I can evaluate that they are signing it correctly. Time is very hard to measure to be specific to order the equipment to be brought at least a day ahead of time. Many times I want to show the students the DVD that supports the topic that I am trying to explain or introduce and I don't have the equipment available. When I am writing the dialogue on the board for us to practice, the students get board

6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	It was great to network with other professionals in the field. Rubrics need to be written with the SLO in mind or vice a versa.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

	<p>and start to talk. Then it takes time to get them to stop talking and pay attention. There are three dialogues to each chapter and I like to show the video of the dialogues after they have practiced it, to see native signer's signing the material and to see if they understand it and can sign it correctly. TVs are too small for students to see the sign language clearly and some can't see at all.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p> <p>No, not currently.</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>Yes, it was effective in getting the sign language department together to maintain a standard and fairness to instruction and grading.</p> <p>The outcome will continue to be developed. A more comprehensive rubric will be created to accurately assess the students knowledge and skill level of American Sign Language's grammar and vocabulary.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>It was a struggle to understand what was expected of me. When I sat down to do it, it seemed too easy. I thought about this for a long time. I also tried to read rubrics from other subjects and they didn't match very well. I should have collaborated with other instructors sooner to understand this better. When I saw another instructors' data and how it related to the rubric is when I finally understood what to do. I realized that I made the SLO on the ID form too specific and not easily assessed. I thought that this was similar to the course outline in regards to that a lot of material is not assessed</p>

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

Course Number & Date of Assessment Cycle Completion	<p>Course: AMSL 102 Date: March 30, 2009</p>
2. People involved in summarizing and evaluating data	<p>Chuck Mason and Dr. Daniel Gillison</p>
3. Data Results Briefly summarize the results of the data you collected.	<p>Sign language proficiency with vocabulary and grammar at the intermediate level. Students will gain proficiency in classifiers and use of space</p> <p>Outcome 1: The rubric was too specific that it didn't look for overall communication proficiency. Also some parts are too general that don't look at specific features of American Sign Language as compared different to English.</p> <p>Outcome 2: the second half of the SLO was not specifically measured because it was an objective of the class and not an overall outcome. General communication is the main focus at this time</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Development in a more comprehensive rubric is mandatory to include specific linguistic features of American Sign Language. The rubric should include the above features in the original SLO classifiers and use of space. These features are used in every sign language class.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>Yes, it created an opportunity to evaluate the effectiveness on the grading policy. Detailed rubrics are needed for this class.</p>
7. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<p>It was great to network with other professionals in the field. Rubrics need to be written with the SLO in mind or vice versa.</p>

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: AMSL 110 Deaf Culture</p> <p style="text-align: right;">Date: June 30, 2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Chuck Mason</p> <p>Others: Melani Guinn</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Deaf culture will be understood according to the reading of the text and research of the final report. Students will demonstrate their knowledge of history of Deaf culture and education for the Deaf in the U.S.</p> <p>The students did a great job on their final project. They took topics that were discussed in class. Some students did not do well with grammas due to being English as a second language learner. I was more interested in the content even though I informed the students how important it is to learn and write English in the college setting. There were 6 A's, 4 B's, 1 C, 5 D's, 5 W's and 1 CR.</p> <p>Some of the students who got a bad grade were the ones who didn't pay attention and they didn't do the final project. I reminded them several times. According to the rubric, most students who got a good grade and researched the paper were able to accomplish the student learning outcome of demonstrating their knowledge of history of Deaf Culture and education for the Deaf in the U.S.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>It was a much more difficult class to teach than I thought. I don't normally teach lecture classes and it was a challenge to get enough content to teach the class. I need to make a more detailed outline for the weekly schedule and curriculum. Some students did not do any work and I don't know why. I had the final project broken up into different parts so they weren't doing it all at the last minute. I also brought the class to the library and they taught the class how to research their paper.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>I need to think about if I will change the SLO. I might create the topics for them to choose from so I know they will have enough information for their paper.</p> <p>I might add more specific requirements to be included in the paper. Then I can grade them on if they included all the required information or not.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>This class did poster boards of their final paper and we put them in the library. This class was focusing on information literacy.</p>

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: AMSL 200 Date: March 30, 2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Chuck Mason and Dr. Daniel Gillison</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Sign language proficiency with vocabulary and grammar at the intermediate level. Students will gain proficiency in classifiers and use of space</p> <p>Outcome 1: The rubric was too specific that it didn't look for overall communication proficiency. Also some parts are too general that don't look at specific features of American Sign Language as compared different to English.</p> <p>Outcome 2: the second half of the SLO was not specifically measured because it was an objective of the class and not an overall outcome. General communication is the main focus at this time</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Development in a more comprehensive rubric is mandatory to include specific linguistic features of American Sign Language. The rubric should include the above features in the original SLO classifiers and use of space. These features are used in every sign language class.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year</p> <p>Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>Yes, it created an opportunity to evaluate the effectiveness on the grading policy. Detailed rubrics are needed for this class.</p>

6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	It was great to network with other professionals in the field. Rubrics need to be written with the SLO in mind or vice a versa.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

The ASSESSMENT CYCLE: Closing the Assessment Loop

1. Course Number & Date of Assessment Cycle Completion	Course: AMSL 204 Date: June 30, 2009
2. People involved in summarizing and evaluating data	Chuck Mason
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Again I found out that, even though it is a good goal overall, it is difficult to assess the various parts of the SLO to evaluate and write a report about. This SLO does focus on areas of weakness that were found in other classes at a lower level. It appears that these weaknesses need to be addressed sooner to the students to gain mastery. I need to come up with a spiral curriculum that uses the Introduce, Practice, and Master theory.</p> <p>New SLO: Students will be familiar with correct facial grammar and ASL syntax. According to the new rubric, students are evaluated individually rather than being compared with each other This evaluation is a better representation of what the student earned by his or her practice. I noticed that most students pass my class. When I viewed the class again using the videotapes that I made, I learned that many students should have failed using the new rubric. I didn't realize that the students were performing at a lower level than I thought. This rubric has a standard of performance and most of the students were performing well below the standard. Before when most students got an A with a very basic rubric, bow with a more comprehensive rubric, most students don't earn an A. Some students will fail the class, when previously I would have passed the student.</p> <p>SLO: American Sign language grammar will be understood fully with the subtle features of mouth morphemes and non-manual signals (facial expressions). Students will sign in grammatically correct ASL using features of ASL that are different than English such as topicalization, classifiers, use of prepositions and pronominalization.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	More drills that required repetition of the grammar will be used. More interaction must be done with the students. There is too much hesitation while they are thinking of the correct sign to use. They need to sign at a more natural and comfortable rate of speed (flow) **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g.,	
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

Course Number & Date of Assessment Cycle Completion	Course: AMSL 202 Date: June 30, 2009
2. People involved in summarizing and evaluating data	Chuck Mason
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: I used a new rubric for this one. I realized that I forgot an important section, conceptual accuracy. That is being used under ASL because something that is not conceptually accurate is usually translated directly from English. It can also be Target Language but that is usually referred to the grammar. After creating the new rubric, I found out that I didn't know how to analyze the data. The previous rubric only had a letter grade. The new rubric was able to have a percentage value. I found out that most students need to improve on sign production and the amount of eye contact given to the audience.</p> <p>The highest grade was 77% and the lowest grade was 33%.</p> <p>SLO: The SLO that was written looks like a description from the catalog. Sign language proficiency with vocabulary and grammar at the beginning advanced level. Students will gain proficiency in advanced role shifting techniques, classifiers, use of space, and specialized vocabulary from the medical field.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>I will learn how to analyze the data to get percentages of performance for certain areas.</p> <p>I will work on drills to improve the sign production of the students. I will have more activities that have to do with eye contact and facial expressions.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	I will change the outcome to more basic units of the language and sign production. I will use this rubric for all my ASL classes because it is more comprehensive and is subjective to the individual And not in comparing students with each other.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Art	
Humanities	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Outcome 1: Recognize and identify the title, culture, and period of works of art	Midterm Exam	ISL04, ISL05
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Art 100 Date: March 10, 2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Nannette Kelly</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: This assessment is the result of analyzing data from four sections of Art 100 (two Face to Face and two Online), taught by one instructor. Overall, students scored well on the assessed Midterm Exam. 88% on identifying the Titles of works of art, 86% on identifying the Cultures of works of art, and 78% on identifying the Periods of works of art. Students scored best when identifying the Titles and Cultures and a little lower when identifying the Periods. Students in the Online classes tended to score lower by about 10 to 20% than students in the Face to Face classes.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>It is probably to be expected that students would score a little lower when identifying the Periods of works of art than when identifying the Titles or Cultures of works of art because the Periods are a little more difficult. But an effort will be made to stress and clarify the Periods, perhaps with a new handout.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? No.</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., after the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If</p>	<p>I am not sure that I learned anything new through this assessment process. It was interesting, though, to see the exact numbers of students who missed each question from four sections of both Online and Face to Face classes. A few questions were missed by a large number of students, that lets me know which things they are not relating to as well and which things I need to emphasize a little more.</p> <p style="text-align: right;">3/9/2009 11:48 AM</p>

6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	None.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Art – Humanities Division

Course Number/Title or Program Title: Art 102 - History and Appreciation of Art

Contact Person/Others Involved in Process: Lead: Carol Hegarty Others: Nanette Kelly, Melani Guinn

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):	
communication		
arts		
liberal studies		

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | | |
|--|--------------------------|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> American Institutions <input type="checkbox"/> Health Education <input type="checkbox"/> Physical Education / Activity <input type="checkbox"/> Math Competency <input type="checkbox"/> Reading Competency | <input type="checkbox"/> | <ul style="list-style-type: none"> <input type="checkbox"/> Language and Rationality – English Composition <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking <input type="checkbox"/> Natural Science <input type="checkbox"/> Humanities <input type="checkbox"/> Social and Behavioral Sciences |
|--|--------------------------|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Identify, describe, analyze and interpret an artwork	Writing Assignment rubric	ISLO1, ISLO2, ISLO3, ISLO5,

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

3 11.2009

SLO Committee Rep./Date:

1. Course Number	Art 102
2. People involved in summarizing and evaluating data	Carol Hegarty
3. Data Results Briefly summarize the results of the data you collected.	Of 93 total students, both online and face to face, 83.87% submitted opinion papers; 6.41% were late. One person had a high percentage (over 50%) of plagiarism in her turnitin.com report.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Based on these results, I plan to emphasize the importance of writing the paper, the availability of help in writing in through tutors in the Learning Center. I am also going to continue to educate students on what plagiarism is, how to avoid it, and the consequences in parting of it. **Will this include a change to the curriculum (i.e. course outline)? No
5. Next Year (Optional) Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Next year, I am not going to accept late papers for any reason. I wonder if some addressing of plagiarism needs to be written into the rubric.
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	Of the papers I got, most were well written, on topic, insightful and interesting to read. Even though this assignment doesn't include a research component, the best papers clearly exhibited that the most successful students had done quite a bit of reading as well as looking at artwork, to write the paper. I wonder about the wisdom of omitting research from the paper.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Art – Humanities Division

Course Number/Title or Program Title: Art 124 - Painting

Contact Person/Others Involved in Process: Lead: Carol Hegarty

Others: Melani Guinn

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s): Certificate(s):

art

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | | |
|---|--------------------------|---|
| American Institutions
Health Education
Physical Education / Activity
Math Competency
Reading Competency | <input type="checkbox"/> | Language and Rationality – English Composition
Language and Rationality – Communication and Analytical Thinking
Natural Science
Humanities
Social and Behavioral Sciences |
|---|--------------------------|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Develop, create, and present portfolio of original still life and landscape paintings from observation and imaginative paintings that address content using multiple references.	Portfolio rubric	ISLO1, ISLO2, ISLO3, ISLO5,

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact...

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

11.2009

SLO Committee Rep./ Date:

1. Course Number	Art 124
2. People involved in summarizing and evaluating data	Carol Hegarty
3. Data Results Briefly summarize the results of the data you collected.	This rubric was used for midterm and final. Of 15 total students, 80 % earned excellent grades. Three students (20%) earned above average grades.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Based on these results, I plan to continue meeting with each student at midterm and final to discuss their progress based on their portfolio and work ethics, and use this rubric. I would like to add a writing component. **Will this include a change to the curriculum (i.e. course outline)? <u>No</u>
5. Next Year (Optional) Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Next year, I am going to continue with this rubric and the above method for evaluation.
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	(Empty space for after-thoughts)

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Art – Humanities Division

Course Number/Title or Program Title: Art 124 - Painting

Contact Person/Others Involved in Process: Lead: Carol Hegarty Others: Melani Guinn

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s): Certificate(s):

art

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | | |
|---|--------------------------|---|
| American Institutions
Health Education
Physical Education / Activity
Math Competency
Reading Competency | <input type="checkbox"/> | Language and Rationality – English Composition
Language and Rationality – Communication and Analytical Thinking
Natural Science
Humanities
Social and Behavioral Sciences |
|---|--------------------------|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Develop, create, and present portfolio of original still life and landscape paintings from observation and imaginative paintings that address content using multiple references.	Portfolio rubric	ISLO1, ISLO2, ISLO3, ISLO5,

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed.

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

3.11.2009

SLO Committee Rep./ Date:

1. Course Number	Art 124
2. People involved in summarizing and evaluating data	Carol Hegarty
3. Data Results Briefly summarize the results of the data you collected.	This rubric was used for midterm and final. Of 21 total students, 95.25 % earned excellent grades. One student's grade suffered when he was called for military service for a couple weeks. He didn't want to take an incomplete.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Based on these results, I plan to continue meeting with each student at midterm and final to discuss their progress based on their portfolio and work ethics, and use this rubric. I would like to add a writing component. **Will this include a change to the curriculum (i.e. course outline)? <u>No</u>
5. Next Year (Optional) Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Next year, I am going to continue with this rubric and the above method for evaluation.
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Art – Humanities Division

Course Number/Title or Program Title: Art 126 - Painting (Intermediate)

Contact Person/Others Involved in Process: Lead: Carol Hegarty Others: Melani Guinn

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s): Certificate(s):

art

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | | |
|---|--|---|
| American Institutions
Health Education
Physical Education / Activity
Math Competency
Reading Competency | | Language and Rationality – English Composition
Language and Rationality – Communication and Analytical Thinking
Natural Science
Humanities
Social and Behavioral Sciences |
|---|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Develop, create, and present portfolio of original paintings addressing contemporary art issues in a coherent personal style.	Portfolio rubric	ISLO1, ISLO2, ISLO3, ISLO5,

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

3.11.2009

SLO Committee Rep./Date:

1. Course Number	Art 126
2. People involved in summarizing and evaluating data	Carol Hegarty
3. Data Results Briefly summarize the results of the data you collected.	This rubric was used for midterm and final. Of 14 total students, 92.86% earned excellent grades. One had surgery and had to take an incomplete which he just made up, earning a B.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Based on these results, I plan to continue meeting with each student at midterm and final to discuss their progress based on their portfolio and work ethics, and use this rubric. I would like to add a writing component. **Will this include a change to the curriculum (i.e. course outline)? <u>No</u>
5. Next Year (Optional) Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Next year, I am going to continue with this rubric and the above method for evaluation.
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Art – Humanities Division

Course Number/Title or Program Title: Art 224 - Painting (Intermediate)

Contact Person/Others Involved in Process: Lead: Carol Hegarty

Others: Melani Guinn

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s): Certificate(s):
art

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | | |
|---|--------------------------|---|
| American Institutions
Health Education
Physical Education / Activity
Math Competency
Reading Competency | <input type="checkbox"/> | Language and Rationality – English Composition
Language and Rationality – Communication and Analytical Thinking
Natural Science
Humanities
Social and Behavioral Sciences |
|---|--------------------------|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Invent, create, and present paintings employing contemporary art trends, arranged in a portfolio appropriate for submission to four -year institution or gallery.	Portfolio rubric	ISLO1, ISLO2, ISLO3, ISLO5,

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed.

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

3/11/2009

SLO Committee Rep./ Date:

1. Course Number	Art 224
2. People involved in summarizing and evaluating data	Carol Hegarty
3. Data Results Briefly summarize the results of the data you collected.	This rubric was used for midterm and final. The one student earned an A for her work.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Based on these results, I plan to continue meeting with each student at midterm and final to discuss their progress based on their portfolio and work ethics, and use this rubric. I would like to add a writing component. **Will this include a change to the curriculum (i.e. course outline)? <u>No</u>
5. Next Year (Optional) Was the process effective? Will you change the outcome/ assessment for next year? (e.g., after the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Next year, I am going to continue with this rubric and the above method for evaluation.
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Art – Humanities Division

Course Number/Title or Program Title: Art 226 - Painting (Advanced)

Contact Person/Others Involved in Process: Lead: Carol Hegarty

Others: Melani Guinn

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s): Certificate(s):
art

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | | |
|--|--------------------------|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> American Institutions <input type="checkbox"/> Health Education <input type="checkbox"/> Physical Education / Activity <input type="checkbox"/> Math Competency <input type="checkbox"/> Reading Competency | <input type="checkbox"/> | <ul style="list-style-type: none"> <input type="checkbox"/> Language and Rationality – English Composition <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking <input type="checkbox"/> Natural Science <input type="checkbox"/> Humanities <input type="checkbox"/> Social and Behavioral Sciences |
|--|--------------------------|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
<p>Invent, create, and present paintings employing contemporary art trends that embody a personal style and are arranged in a portfolio appropriate for submission to four year institution, gallery or for employment in the field.</p>	<p>Portfolio rubric</p>	<p>ISLO1, ISLO2, ISLO3, ISLO5,</p>

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and

evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

11.2009

SLO Committee Rep./Date:

1. Course Number	Art 226
2. People involved in summarizing and evaluating data	Carol Hegarty
3. Data Results Briefly summarize the results of the data you collected.	This rubric was used for midterm and final. The one student earned an A for his work.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Based on these results, I plan to continue meeting with each student at midterm and final to discuss their progress based on their portfolio and work ethics, and use this rubric. I would like to add a writing component. **Will this include a change to the curriculum (i.e. course outline)? <u>No</u>
5. Next Year (Optional) Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Next year, I am going to continue with this rubric and the above method for evaluation.
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
French	
Humanities	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Communicate information orally in answer to oral questions in French	Oral examination, rubric	ISLO1, ISLO2, ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: French 100 Date: December, 9, 2008
2. People involved in summarizing and evaluating data	Glenn Swiadon, José Ruíz, Bruce Page, Romano Sánchez, Domínguez,
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: All French 100 students were given a standard oral examination during the last week of fall, 2008 semester. A comparative method was used to evaluate the relative merit of each student's responses to numerous questions. The questions contained structures and vocabulary of varying degrees of difficulty. The tabulation of students' results revealed a bell curve: a majority of students scored in the middle and a small number of students scored at either the high or low end. This lends credence to the validity of the examination instrument.</p> <p>Outcome 2: The analysis of student responses to test questions allowed a determination to be made as to the relative degree of difficulty each question presented to the students. It was notable that many students had trouble (or, conversely, had no difficulty) in formulating their responses to the same questions. This fact permitted the appropriateness of the questions to be evaluated and proved efficacious in assessing the teaching effectiveness of various parts of the course.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Course elements were identified that need to be emphasized more in order for a majority of students to achieve better test results. **Will this include a change to the curriculum (i.e. course outline)? No.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If no, how?	<p>The process yielded tangible results as to how well taught various parts of the course were. To this degree, it was effective. It also enabled student progress in oral French to be measured in an objective manner.</p> <p>Changes to be made to next year's SLO will include a new rubric, a more precise scoring method and a more focused statement of the SLO.</p>

6. After-Thoughts

Feel free to celebrate, vent, or otherwise discuss the process.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Music Dept. – Humanities Division

Course Number/Title or Program Title: MUSIC 100 - Introduction To Music Foundations

Contact Person/Others Involved in Process: Lead: Dr. Van Decker Others: Dr. Hope Davis

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
humanities	
liberal studies	
university studies	

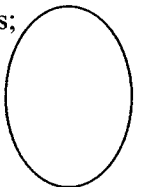
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool <small>(e.g., exam, rubric, portfolio)</small>	Institutional Outcome* <small>(e.g., ISLO1, ISLO2)</small>
demonstrate the locations of pitches on the piano keyboard and on the bass and treble clefs	Written Quiz	SLO2, SLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



HUMANITIES

MUSIC 100 – FUNDAMENTALS IN MUSIC HARMONY?

VAN DECKER

MUSIC MAJOR REQUIREMENT – PREREQUISIT TO BEGINNING HARMONY I (120)

GE REQUIREMENT – YES

STUDENT LEARNING OUTCOME

Demonstrate the locations of pitches on the piano keyboard and on the bass and treble clefs.

ASSESSMENT TOOL

Written Exam

SLO

SLO2, SLO4

Exam Rubric

Score	Notation	Piano Keyboard	Treble Clef	Bass Clef
A	Draws all notes correctly on staff paper	Can locate all naturals and accidentals pitches correctly	Can draw and identify all naturals and accidentals on the treble clef correctly	Can draw and identify all naturals and accidentals on the bass clef correctly
B	Draws most notes correctly on staff paper	Can locate most naturals and accidentals pitches correctly	Can draw and identify most naturals and accidentals on the treble clef correctly	Can draw and identify most naturals and accidentals on the bass clef correctly
C	Draws some notes correctly on staff paper	Can locate some naturals and accidentals pitches correctly	Can draw and identify some naturals and accidentals on the treble clef correctly	Can draw and identify some naturals and accidentals on the bass clef correctly
D	Cannot draw most of the notes correctly on staff paper	Cannot locate any naturals and accidentals pitches correctly	Cannot draw and identify any naturals and accidentals on the treble clef correctly	Cannot draw and identify any naturals and accidentals on the bass clef correctly

The ASSESSMENT CYCLE: Closing the Assessment Loop

1. Course Number & Date of Assessment Cycle Completion	Course: Music 100 Date: Dec 12th, 2009																		
2. People involved in summarizing and evaluating data	Dr. Hope Davis and Mrs. Ruth Smith																		
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: I compared two classes which I teach. Using the assessment rubric, I got these results:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: center;">Class 1</th> <th style="text-align: center;">Class 2</th> </tr> </thead> <tbody> <tr> <td>A</td> <td style="text-align: center;">27%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td>B</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">18%</td> </tr> <tr> <td>C</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">22%</td> </tr> <tr> <td>D</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">31%</td> </tr> <tr> <td>F</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>	Grade	Class 1	Class 2	A	27%	29%	B	20%	18%	C	20%	22%	D	33%	31%	F	0%	0%
Grade	Class 1	Class 2																	
A	27%	29%																	
B	20%	18%																	
C	20%	22%																	
D	33%	31%																	
F	0%	0%																	
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Based on these results, this semester I plan to give the students extra written and performance exercises in the form of handouts and class activities. Also, I am going spend more time reviewing the materials involved before giving the final assessment. Will this include a change to the curriculum (i.e. course outline)? NO																		
5. Next Year Was the process effective?	Yes, Dr. Davis and I think the outcome/ assessment was effective and important but that we simply need to spend a little more time preparing the students before the implementing the testing process.																		
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	The rubric is sound and fair for assessment. We just feel that, since many of our students lack good English comprehension, more preparation time and clearer explanations are needed.																		

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Music Dept. – Humanities Division ✓

Course Number/Title or Program Title: MUSIC 140 – Beginning Group Piano I

Contact Person/Others Involved in Process: Lead: Dr. Van Decker Others: Dr. Hope Davis

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Music	

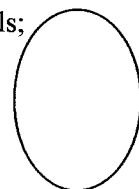
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Perform beginning level-1 pieces with correct pitches, rhythms, fingerings, hand position, at a reasonable tempo, with expressions indications observed	Performance Quiz Rubric	SLO1, SLO2, SLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



HUMANITIES

MUSIC 140 – BEGINNING PIANO

VAN DECKER

MUSIC MAJOR REQUIREMENT – YES

GE REQUIREMENT – NO

STUDENT LEARNING OUTCOME

Perform simple pieces with correct pitches, rhythm, fingering, hand position, at a reasonable tempo , with expressions indications observed.

ASSESSMENT TOOL

Performance Quiz

SLO

SLO1, SLO2, SLO4

Quiz Rubric

Score	Pitch	Rhythm	Fingering	Expressions
A	All pitches are correct	All rhythms are correct	All fingerings are correct	All articulations and dynamics are correct
B	All pitches are correct	Some rhythms are incorrect	All fingerings are correct	No articulations and dynamics are correct
C	Some pitches are incorrect	Some rhythms are incorrect	Some fingerings are incorrect	No articulations and dynamics are correct
D	Most pitches are incorrect	Most rhythms are correct	Most fingerings are incorrect	No articulations and dynamics are correct

The ASSESSMENT CYCLE: Closing the Assessment Loop

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Music 140 Date: Dec 12th, 2009</p>																		
<p>2. People involved in summarizing and evaluating data</p>	<p>Dr. Davis</p>																		
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: I compared the assessment grades for two different performance quizzes. The first quiz was composed during the first four weeks with 17 students enrolled and the second quiz was composed during the last four weeks with 11 students enrolled. The data results were:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Grade</th> <th>1st P. Quiz</th> <th>2nd P. Quiz</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>29%</td> <td>45%</td> </tr> <tr> <td>B</td> <td>24%</td> <td>36%</td> </tr> <tr> <td>C</td> <td>24%</td> <td>13%</td> </tr> <tr> <td>D</td> <td>12%</td> <td>0%</td> </tr> <tr> <td>F</td> <td>12%</td> <td>0%</td> </tr> </tbody> </table>	Grade	1 st P. Quiz	2 nd P. Quiz	A	29%	45%	B	24%	36%	C	24%	13%	D	12%	0%	F	12%	0%
Grade	1 st P. Quiz	2 nd P. Quiz																	
A	29%	45%																	
B	24%	36%																	
C	24%	13%																	
D	12%	0%																	
F	12%	0%																	
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>Based on these results, I plan to continue using this assessment because it is obvious that improvement does occur as the course progresses. However, one reason that the data shows improvement has to do with the fact that six students dropped the class. It is obvious that most students drop the piano class because they do not practice and, as the course progresses, the songs become more difficult to play. By mid-semester these indolent students can no longer keep up and have no other alternative than to drop the class.</p> <p>Will this include a change to the curriculum (i.e. course outline)? NO</p>																		
<p>5. Next Year Was the process effective?</p>	<p>Yes, I think the outcome/ assessment is effective as it can be, but the issue is how can I inspire students to practice more? I can't do the practicing for them. Next semester I think I will spend more time talking about practicing and try allowing the students more practice time during class.</p>																		
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>There are two kinds of students who take this class, music majors (who are planning to transfer to a 4-year university) and non-majors (who just want to learn to play for fun). The music majors tend to be more serious and practice regularly. On the other hand, many non-majors tend to look at piano playing as something fun and a extra-curricular activity. Often, these are the students who never develop a practice routine and end up quitting. If I go through the material more slowly, then the course will not meet the requirements for a transferring music-major, so that is not an option. Problem is that many beginners do not realize that, like anything else in life, playing music requires hard work and true dedication.</p>																		

HUMANITIES

MUSIC 242 – INTERMEDIATE PIANO - II

VAN DECKER

MUSIC MAJOR REQUIREMENT – YES

GE REQUIREMENT – NO

STUDENT LEARNING OUTCOME

Perform intermediate level-2 pieces with correct pitches, rhythms, fingerings, hand position, at a reasonable tempo, with expressions indications observed

ASSESSMENT TOOL

Performance Quiz

SLO

SLO1, SLO2, SLO4

Quiz Rubric

Score	Pitch	Rhythm	Fingering	Expressions
A	All pitches are correct	All rhythms are correct	All fingerings are correct	All articulations and dynamics are correct
B	All pitches are correct	Some rhythms are incorrect	All fingerings are correct	No articulations and dynamics are correct
C	Some pitches are incorrect	Some rhythms are incorrect	Some fingerings are incorrect	No articulations and dynamics are correct
D	Most pitches are incorrect	Most rhythms are correct	Most fingerings are incorrect	No articulations and dynamics are correct

Course Number & Date of Assessment Cycle Completion	Course: Music 142 Date: Dec 12 th , 2009																		
2. People involved in summarizing and evaluating data	Dr. Davis																		
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: I compared the assessment grades for two different performance quizzes. The first quiz was composed during the first four weeks with 4 students enrolled and the second quiz was composed during the last four weeks with 3 students enrolled. The data results were:</p> <table border="1" data-bbox="407 667 1052 1031"> <thead> <tr> <th>Grade</th> <th>1st P. Quiz</th> <th>2nd P. Quiz</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>50%</td> <td>66%</td> </tr> <tr> <td>B</td> <td>25%</td> <td>33%</td> </tr> <tr> <td>C</td> <td>25%</td> <td>00%</td> </tr> <tr> <td>D</td> <td>00%</td> <td>00%</td> </tr> <tr> <td>F</td> <td>00%</td> <td>00%</td> </tr> </tbody> </table>	Grade	1 st P. Quiz	2 nd P. Quiz	A	50%	66%	B	25%	33%	C	25%	00%	D	00%	00%	F	00%	00%
Grade	1 st P. Quiz	2 nd P. Quiz																	
A	50%	66%																	
B	25%	33%																	
C	25%	00%																	
D	00%	00%																	
F	00%	00%																	
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Based on these results, I plan to continue using this assessment because it is obvious that improvement does occur as the course progresses. However, one reason that the data shows improvement has to do with the fact that one student dropped the class. It is obvious that most students drop the piano class because they do not practice and, as the course progresses, the songs become more difficult to play, but in this case the student dropped for a job.</p> <p>Will this include a change to the curriculum (i.e. course outline)? NO</p>																		
5. Next Year Was the process effective?	<p>Yes, I think the outcome/ assessment is effective as it can be, but the issue is how can I inspire students to practice more? As far as difficulty of the music, IVC Music follows the same level criterion as SDSU and CSULB. To lower basic academic standards is not an option for obvious reasons. I understand that many of these students did not study in high school. An important part of teaching here is teaching basics on how to practice.</p>																		
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<p>At this level, there are mostly music majors who are planning to transfer to a 4-year university. The music majors tend to be more serious and practice regularly. This explains the higher grade ratio.</p>																		

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Music Department – Humanities Division

Course Number/Title or Program Title: MUSIC 160 – Beginning Guitar I

Contact Person/Others Involved in Process: Lead: Dr. Van Decker Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
music	

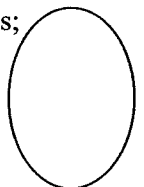
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Perform beginning level-1 melodies in first position with correct pitches, rhythm, fingering, at a reasonable tempo with expressions indications observed	Performance Quiz Rubric	SLO1, SLO2, SLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



HUMANITIES

MUSIC 160 – BEGINNING GUITAR

VAN DECKER

MUSIC MAJOR REQUIREMENT – NO

GE REQUIREMENT – NO

STUDENT LEARNING OUTCOME

Perform simple melodies in first position with correct pitches, rhythm, fingering, at a reasonable tempo , with expressions indications observed.

ASSESSMENT TOOL

Performance Quiz

SLO

SLO1, SLO2, SLO4

Quiz Rubric

Score	Pitch	Rhythm	Fingering	Expressions
A	All pitches are correct	All rhythms are correct	All fingerings are correct	All articulations and dynamics are correct
B	All pitches are correct	Some rhythms are incorrect	All fingerings are correct	No articulations and dynamics are correct
C	Some pitches are incorrect	Some rhythms are incorrect	Some fingerings are incorrect	No articulations and dynamics are correct
D	Most pitches are incorrect	Most rhythms are correct	Most fingerings are incorrect	No articulations and dynamics are correct

The ASSESSMENT CYCLE: Closing the Assessment Loop

Course Number & Date of Assessment Cycle Completion	Course: Music 160 Date: Dec 12th, 2009																								
2. People involved in summarizing and evaluating data	Dr. Hope Davis																								
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: The data I collected compared two quizzes and the final exam with this student learning outcome. Using the assessment rubric, I gained these results out of 15 students:</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px 10px;">Grade</th> <th style="padding: 2px 10px;">Quiz 1</th> <th style="padding: 2px 10px;">Quiz 2</th> <th style="padding: 2px 10px;">Final</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px 10px;">A</td> <td style="padding: 2px 10px; text-align: center;">4</td> <td style="padding: 2px 10px; text-align: center;">6</td> <td style="padding: 2px 10px; text-align: center;">8</td> </tr> <tr> <td style="padding: 2px 10px;">B</td> <td style="padding: 2px 10px; text-align: center;">3</td> <td style="padding: 2px 10px; text-align: center;">2</td> <td style="padding: 2px 10px; text-align: center;">1</td> </tr> <tr> <td style="padding: 2px 10px;">C</td> <td style="padding: 2px 10px; text-align: center;">2</td> <td style="padding: 2px 10px; text-align: center;">4</td> <td style="padding: 2px 10px; text-align: center;">3</td> </tr> <tr> <td style="padding: 2px 10px;">D</td> <td style="padding: 2px 10px; text-align: center;">3</td> <td style="padding: 2px 10px; text-align: center;">1</td> <td style="padding: 2px 10px; text-align: center;">2</td> </tr> <tr> <td style="padding: 2px 10px;">F</td> <td style="padding: 2px 10px; text-align: center;">3</td> <td style="padding: 2px 10px; text-align: center;">1</td> <td style="padding: 2px 10px; text-align: center;">1</td> </tr> </tbody> </table>	Grade	Quiz 1	Quiz 2	Final	A	4	6	8	B	3	2	1	C	2	4	3	D	3	1	2	F	3	1	1
Grade	Quiz 1	Quiz 2	Final																						
A	4	6	8																						
B	3	2	1																						
C	2	4	3																						
D	3	1	2																						
F	3	1	1																						
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Based on these results, next semester I plan to give the students extra performance tests among other performance class activities. Will this include a change to the curriculum (i.e. course outline)? NO																								
5. Next Year Was the process effective?	This is the method of evaluation is academically sound and produces very objective results. In order that a student achieve enough proficiency to transfer to a four-year college, there is no way around this type of assessment. Obviously, since music is an art form, when judging anyone at any level playing an instrument, there other more subjective aspects which must be considered. And, of course, they are.																								
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	The rubric is sound and fair for assessment. We just feel that, that since many of our students have never played an instrument before, maybe more preparation time and clearer explanations are needed.																								

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
music	

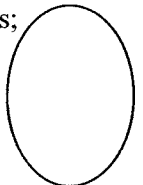
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Perform beginning level-2 melodies (with accidentals) in first position with correct pitches, rhythm, fingering, at a reasonable tempo with expressions indications observed	Performance Quiz Rubric	SLO1, SLO2, SLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



HUMANITIES

MUSIC 162 – BEGINNING GUITAR II

VAN DECKER

MUSIC MAJOR REQUIREMENT – NO

GE REQUIREMENT – NO

STUDENT LEARNING OUTCOME

Perform simple level-2 melodies (with accidentals) in first position with correct pitches, rhythm, fingering, at a reasonable tempo, with expressions indications observed.

ASSESSMENT TOOL

Performance Quiz

SLO

SLO1, SLO2, SLO4

Quiz Rubric

Score	Pitch	Rhythm	Fingering	Expressions
A	All pitches are correct	All rhythms are correct	All fingerings are correct	All articulations and dynamics are correct
B	All pitches are correct	Some rhythms are incorrect	All fingerings are correct	No articulations and dynamics are correct
C	Some pitches are incorrect	Some rhythms are incorrect	Some fingerings are incorrect	No articulations and dynamics are correct
D	Most pitches are incorrect	Most rhythms are correct	Most fingerings are incorrect	No articulations and dynamics are correct

The ASSESSMENT CYCLE: Closing the Assessment Loop

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Music 162 Date: Dec 12th, 2009</p>																								
<p>2. People involved in summarizing and evaluating data</p>	<p>Dr. Hope Davis</p>																								
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: The data I collected compared two quizzes and the final exam with this student learning outcome. Using the assessment rubric, I gained these results out of 2 students:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: center;">Quiz 1</th> <th style="text-align: center;">Quiz 2</th> <th style="text-align: center;">Final</th> </tr> </thead> <tbody> <tr> <td>A</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> <tr> <td>B</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>C</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>D</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>F</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Grade	Quiz 1	Quiz 2	Final	A	1	2	2	B	1	0	0	C	0	0	0	D	0	0	0	F	0	0	0
Grade	Quiz 1	Quiz 2	Final																						
A	1	2	2																						
B	1	0	0																						
C	0	0	0																						
D	0	0	0																						
F	0	0	0																						
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>Based on these results, next semester I am going to try and give the students more performing opportunities so they can receive more performing experience.</p> <p>Will this include a change to the curriculum (i.e. course outline)? NO</p>																								
<p>5. Next Year Was the process effective?</p>	<p>This is the method of evaluation is academically sound and produces very objective results. In order that a student achieve enough proficiency to transfer to a four-year college, there is no way around this type of assessment. Obviously, since music is an art form, when judging anyone at any level playing an instrument, there other more subjective aspects which must be considered. And, of course, they are.</p>																								
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>At this stage of study most students have committed themselves to guitar and realized the importance of regular practice. The rubric is sound and fair for assessment. It is how I was taught - and I studied under some of the best performers/professors in San Diego – consequently, I know the rubric is a excellent method of evaluation.</p>																								

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Music Department – Humanities Division

Course Number/Title or Program Title: MUSIC 175 – Instrumental Ensemble

Contact Person/Others Involved in Process: Lead: Dr. Van Decker Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Music	
Humanities	

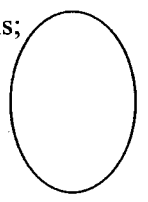
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Attainment of aural awareness and ensemble skills	Concert Performance	SLO1, SLO2, SLO3

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



HUMANITIES

MUSIC 175 – INSTRUMENTAL ENSEMBLE

VAN DECKER

MUSIC MAJOR REQUIREMENT – YES

GE REQUIREMENT – NO

STUDENT LEARNING OUTCOME

~~Students will~~ acquire aural awareness and ensemble skills.

ASSESSMENT TOOL

Concert Performances

SLO

SLO1, SLO2, SLO3

Quiz Rubric

Score	Sectional Playing	Solo Improvisation	Preparedness	Articulations
A	Listens to his/her section while playing and blends with section all of the time	Solos fits into the musical context and/or correctly follows chord progressions	Student has learned all of his/her parts	Student performs all articulations correctly with ensemble
B	Listens to his/her section while playing and blends with section most of the time	Solos fits into the musical context and/or correctly follows chord progressions most of the time	Student has learned all of his/her parts	Student performs some articulations incorrectly with ensemble
C	Seldom listens to his/her section while playing and seldom blends with section	Solos do not fit into the musical context and/or do not correctly follow chord progressions	Student has learned most of his/her parts	Student performs all articulations incorrectly with ensemble
D	Never listens to his/her section while playing and never blends with section	Student cannot play or improvise assigned solos	Student has not learned most his/her parts	Student performs all articulations incorrectly with ensemble

The ASSESSMENT CYCLE: Closing the Assessment Loop

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Music 175 Date: Dec 12th, 2009</p>																														
<p>2. People involved in summarizing and evaluating data</p>	<p>Dr. Hope Davis and Mr. Jimmie Cannon</p>																														
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: I compared my four evaluation sessions at different intervals in the semester. Using the assessment rubric, I got these results:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: center;">Evaluation 1 4th Wk</th> <th style="text-align: center;">Eval. 2 6th Wk</th> <th style="text-align: center;">Eval. 3 12th Wk</th> <th style="text-align: center;">Eval. 4 15th Wk</th> </tr> </thead> <tbody> <tr> <td>A</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">62%</td> </tr> <tr> <td>B</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>C</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>D</td> <td style="text-align: center;">07%</td> <td style="text-align: center;">00%</td> <td style="text-align: center;">00%</td> <td style="text-align: center;">00%</td> </tr> <tr> <td>F</td> <td style="text-align: center;">07%</td> <td style="text-align: center;">00%</td> <td style="text-align: center;">07%</td> <td style="text-align: center;">07%</td> </tr> </tbody> </table>	Grade	Evaluation 1 4 th Wk	Eval. 2 6 th Wk	Eval. 3 12 th Wk	Eval. 4 15 th Wk	A	46%	15%	31%	62%	B	23%	46%	38%	15%	C	15%	38%	23%	15%	D	07%	00%	00%	00%	F	07%	00%	07%	07%
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D	07%	00%	00%	00%																											
F	07%	00%	07%	07%																											
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>Although I am not as critical in the first evaluation, these results do not surprise me. It takes most students a while to develop good aural skills when they are learning to read difficult music both melodically and rhythmically. The drop in "As" are due to the other tasks a music student must first learn. As the student becomes more proficient, so will he or she become more musically aware.</p> <p>Note: Absent students account for some of the "F" grades.</p> <p>Will this include a change to the curriculum (i.e. course outline)? NO</p>																														
<p>5. Next Year Was the process effective?</p>	<p>Yes, but due to the diversity of musical levels and abilities, I am going to try and find a different method of evaluation that is more objective and clearly defined.</p>																														
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>																															

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

HUMANITIES

MUSIC 180 – MIDI Composition

VAN DECKER

MUSIC MAJOR REQUIREMENT – NO

GE REQUIREMENT – NO

STUDENT LEARNING OUTCOME

Create a 3 minute song by recording four different tracks using Sonar sequencing software.

ASSESSMENT TOOL

An Original Music Composition

SLO

SLO1, SLO2, SLO4

Quiz Rubric

Score	Melodic Content	Harmonic Content	Rhythmic Synchronization	Use of Software
A	The melody is clear and contains a mix of unity and variety procedures	The harmony between all tracks is cohesive	The rhythms are synchronized between all tracks	Student has used five software devices or procedures
B	The melody is clear but does not contain unity and variety procedures	The harmony between some tracks is cohesive but not all	Some rhythms are synchronized while others are not	Student has used four software devices
C	The melody is unclear but contains some unity and variety procedures	There is no harmony between any tracks	All rhythms are independent between all tracks	Student has used three software devices
D	The melody is unclear and lacks unity and variety procedures	There is no apparent harmony	There is no apparent rhythm	Student has used two software devices or procedures

The ASSESSMENT CYCLE: Closing the Assessment Loop

Course Number & Date of Assessment Cycle Completion	Course: Music 180 Date: Dec 12th, 2009																		
2. People involved in summarizing and evaluating data	Consulted with Dr. Davis, although I am the only instructor of this course.																		
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: I compared the assessment grades for two different compositions. The first composition was composed during the first four weeks and the second composition was composed during the last four weeks. The data results were:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: center;">1st Composition</th> <th style="text-align: center;">2nd Composition</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">A</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">37%</td> </tr> <tr> <td style="text-align: left;">B</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">50%</td> </tr> <tr> <td style="text-align: left;">C</td> <td style="text-align: center;">37%</td> <td style="text-align: center;">13%</td> </tr> <tr> <td style="text-align: left;">D</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td style="text-align: left;">F</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>	Grade	1 st Composition	2 nd Composition	A	13%	37%	B	50%	50%	C	37%	13%	D	0%	0%	F	0%	0%
Grade	1 st Composition	2 nd Composition																	
A	13%	37%																	
B	50%	50%																	
C	37%	13%																	
D	0%	0%																	
F	0%	0%																	
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Based on these results, I plan to continue using this assessment because it is obvious that improvement does occur as the course progresses. I should be understood that in this class students are not only learning compositional techniques, they first must learn to operate the MIDI software as they compose. Depending on their musical and computer experience, the speed at which they improve will vary. Will this include a change to the curriculum (i.e. course outline)? NO																		
5. Next Year Was the process effective?	Yes, I think the outcome/ assessment was effective as can be seen by the improvement when comparing the early to the later compositions.																		
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	This learning outcome for could be broken in two different assessments but I don't think the students would as involved and inspired because it would not employ the creative processes to the same extent.																		

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

HUMANITIES

MUSIC 240 – INTERMEDIATE PIANO - II

VAN DECKER

MUSIC MAJOR REQUIREMENT – YES

GE REQUIREMENT – NO

STUDENT LEARNING OUTCOME

Perform intermediate level-1 pieces with correct pitches, rhythms, fingerings, hand position, at a reasonable tempo, with expressions indications observed

ASSESSMENT TOOL

Performance Quiz

SLO

SLO1, SLO2, SLO4

Quiz Rubric

Score	Pitch	Rhythm	Fingering	Expressions
A	All pitches are correct	All rhythms are correct	All fingerings are correct	All articulations and dynamics are correct
B	All pitches are correct	Some rhythms are incorrect	All fingerings are correct	No articulations and dynamics are correct
C	Some pitches are incorrect	Some rhythms are incorrect	Some fingerings are incorrect	No articulations and dynamics are correct
D	Most pitches are incorrect	Most rhythms are correct	Most fingerings are incorrect	No articulations and dynamics are correct

Course Number & Date of Assessment Cycle Completion	Course: Music 240 Date: Dec 12 th , 2009																		
2. People involved in summarizing and evaluating data	Dr. Davis																		
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: I compared the assessment grades for two different performance quizzes. The first quiz was composed during the first four weeks with 2 students enrolled and the second quiz was composed during the last four weeks with 2 students enrolled. The data results were:</p> <table border="1" data-bbox="407 667 1044 1035"> <thead> <tr> <th>Grade</th> <th>1st P. Quiz</th> <th>2nd P. Quiz</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>B</td> <td>00%</td> <td>00%</td> </tr> <tr> <td>C</td> <td>00%</td> <td>00%</td> </tr> <tr> <td>D</td> <td>00%</td> <td>00%</td> </tr> <tr> <td>F</td> <td>00%</td> <td>00%</td> </tr> </tbody> </table>	Grade	1 st P. Quiz	2 nd P. Quiz	A	100%	100%	B	00%	00%	C	00%	00%	D	00%	00%	F	00%	00%
Grade	1 st P. Quiz	2 nd P. Quiz																	
A	100%	100%																	
B	00%	00%																	
C	00%	00%																	
D	00%	00%																	
F	00%	00%																	
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Based on these results, I plan to continue using this assessment because it is obvious that improvement does occur as the course progresses. Will this include a change to the curriculum (i.e. course outline)? NO																		
5. Next Year Was the process effective?	Yes, I think the outcome/ assessment is effective as it can be, but the issue is how can I inspire students to practice more? A far as difficulty of the music, IVC Music follows the same level criterion as SDSU and CSULB. To lower basic academic standards is not an option for obvious reasons. I understand that many of these students did not study in high school. An important part of teaching here is teaching basics on how to practice.																		
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	At this level, there are mostly music majors who are planning to transfer to a 4-year university. The music majors tend to be more serious and practice regularly. This explains the higher grade ratio.																		

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Music Department – Humanities Division

Course Number/Title or Program Title: MUSIC 242 – Intermediate Group Piano II

Contact Person/Others Involved in Process: Lead: Dr. Van Decker Others: Dr. Hope Davis

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
music	

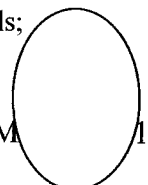
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Perform intermediate level-2 pieces with correct pitches, rhythms, fingerings, hand position, at a reasonable tempo, with expressions indications observed	Performance Quiz Rubric	SLO1, SLO2, SLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



HUMANITIES

MUSIC 242 – INTERMEDIATE PIANO - II

VAN DECKER

MUSIC MAJOR REQUIREMENT – YES

GE REQUIREMENT – NO

STUDENT LEARNING OUTCOME

Perform intermediate level-2 pieces with correct pitches, rhythms, fingerings, hand position, at a reasonable tempo, with expressions indications observed

ASSESSMENT TOOL

Performance Quiz

SLO

SLO1, SLO2, SLO4

Quiz Rubric

Score	Pitch	Rhythm	Fingering	Expressions
A	All pitches are correct	All rhythms are correct	All fingerings are correct	All articulations and dynamics are correct
B	All pitches are correct	Some rhythms are incorrect	All fingerings are correct	No articulations and dynamics are correct
C	Some pitches are incorrect	Some rhythms are incorrect	Some fingerings are incorrect	No articulations and dynamics are correct
D	Most pitches are incorrect	Most rhythms are correct	Most fingerings are incorrect	No articulations and dynamics are correct

Course Number & Date of Assessment Cycle Completion	Course: Music 242 Date: Dec 12 th , 2009																		
2. People involved in summarizing and evaluating data	Dr. Davis																		
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: I compared the assessment grades for two different performance quizzes. There was only 1 student in this class. The first quiz was composed during the first four weeks and the second quiz was composed during the last four weeks. The data results were:</p> <table border="1" data-bbox="407 667 1052 1035"> <thead> <tr> <th>Grade</th> <th>1st P. Quiz</th> <th>2nd P. Quiz</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>B</td> <td>00%</td> <td>00%</td> </tr> <tr> <td>C</td> <td>00%</td> <td>00%</td> </tr> <tr> <td>D</td> <td>00%</td> <td>00%</td> </tr> <tr> <td>F</td> <td>00%</td> <td>00%</td> </tr> </tbody> </table>	Grade	1 st P. Quiz	2 nd P. Quiz	A	100%	100%	B	00%	00%	C	00%	00%	D	00%	00%	F	00%	00%
Grade	1 st P. Quiz	2 nd P. Quiz																	
A	100%	100%																	
B	00%	00%																	
C	00%	00%																	
D	00%	00%																	
F	00%	00%																	
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Based on these results, I plan to continue using this assessment because it is obvious that improvement does occur as the course progresses. Will this include a change to the curriculum (i.e. course outline)? NO																		
5. Next Year Was the process effective?	Yes, I think the outcome/ assessment is effective as it can be, but the issue is how can I inspire students to practice more? As far as difficulty of the music, IVC Music follows the same level criterion as SDSU and CSULB. To lower basic academic standards is not an option for obvious reasons. I understand that many of these students did not study in high school. An important part of teaching here is teaching basics on how to practice.																		
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	At this level, there are mostly music majors who are planning to transfer to a 4-year university. The music majors tend to be more serious and practice regularly. This explains the higher grade ratio.																		

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Music Department – Humanities Division

Course Number/Title or Program Title: MUSIC 260 – Intermediate Guitar I

Contact Person/Others Involved in Process: Lead: Dr. Van Decker Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
music	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Perform intermediate level-1 melodies (with accidentals & eight-note rhythms) in 2 nd and 3 rd positions with correct pitches, rhythm, fingering, at a reasonable tempo, with expressions indications observed.	Performance Quiz Rubric	SLO1, SLO2, SLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

HUMANITIES

MUSIC 260 – INTERMEDIATE GUITAR I

VAN DECKER

MUSIC MAJOR REQUIREMENT – NO

GE REQUIREMENT – NO

STUDENT LEARNING OUTCOME

Perform intermediate level-1 melodies (with accidentals & eight-note rhythms) in 2nd and 3rd positions with correct pitches, rhythm, fingering, at a reasonable tempo, with expressions indications observed.

ASSESSMENT TOOL

Performance Quiz

SLO

SLO1, SLO2, SLO4

Quiz Rubric

Score	Pitch	Rhythm	Fingering	Expressions
A	All pitches are correct	All rhythms are correct	All fingerings are correct	All articulations and dynamics are correct
B	All pitches are correct	Some rhythms are incorrect	All fingerings are correct	No articulations and dynamics are correct
C	Some pitches are incorrect	Some rhythms are incorrect	Some fingerings are incorrect	No articulations and dynamics are correct
D	Most pitches are incorrect	Most rhythms are correct	Most fingerings are incorrect	No articulations and dynamics are correct

The ASSESSMENT CYCLE: Closing the Assessment Loop

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Music 260 Date: Dec 12th, 2009</p>																								
<p>2. People involved in summarizing and evaluating data</p>	<p>Dr. Hope Davis</p>																								
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: The data I collected compared two quizzes and the final exam with this student learning outcome. Using the assessment rubric, I gained these results out of 2 students:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: center;">Quiz 1</th> <th style="text-align: center;">Quiz 2</th> <th style="text-align: center;">Final</th> </tr> </thead> <tbody> <tr> <td>A</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>B</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>C</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>D</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>F</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Grade	Quiz 1	Quiz 2	Final	A	2	1	2	B	0	1	0	C	0	0	0	D	0	0	0	F	0	0	0
Grade	Quiz 1	Quiz 2	Final																						
A	2	1	2																						
B	0	1	0																						
C	0	0	0																						
D	0	0	0																						
F	0	0	0																						
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>Based on these results, next semester I am going to try and give the students more performing opportunities so they can receive more performing experience.</p> <p>Will this include a change to the curriculum (i.e. course outline)? NO</p>																								
<p>5. Next Year Was the process effective?</p>	<p>This is the method of evaluation is academically sound and produces very objective results. In order that a student achieve enough proficiency to transfer to a four-year college, there is no way around this type of assessment. Obviously, since music is an art form, when judging anyone at any level playing an instrument, there other more subjective aspects which must be considered. And, of course, they are.</p>																								
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>At this stage of study most students have committed themselves to guitar and realized the importance of regular practice. The rubric is sound and fair for assessment for all levels.</p>																								

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Music Department – Humanities Division

Course Number/Title or Program Title: MUSIC 262 – Intermediate Guitar II

Contact Person/Others Involved in Process: Lead: Dr. Van Decker Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
music	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Perform intermediate level-2 melodies (with accidentals & sixteenth-note rhythms) in 4th and 5th positions with correct pitches, rhythm, fingering, at a reasonable tempo, with expressions indications observed.	Performance Quiz Rubric	SLO1, SLO2, SLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

HUMANITIES

MUSIC 262 – INTERMEDIATE GUITAR II

VAN DECKER

MUSIC MAJOR REQUIREMENT – NO

GE REQUIREMENT – NO

STUDENT LEARNING OUTCOME

Perform intermediate level-2 melodies (with accidentals & sixteenth-note rhythms) in 4th and 5th positions with correct pitches, rhythm, fingering, at a reasonable tempo, with expressions indications observed.

ASSESSMENT TOOL

Performance Quiz

SLO

SLO1, SLO2, SLO4

Quiz Rubric

Score	Pitch	Rhythm	Fingering	Expressions
A	All pitches are correct	All rhythms are correct	All fingerings are correct	All articulations and dynamics are correct
B	All pitches are correct	Some rhythms are incorrect	All fingerings are correct	No articulations and dynamics are correct
C	Some pitches are incorrect	Some rhythms are incorrect	Some fingerings are incorrect	No articulations and dynamics are correct
D	Most pitches are incorrect	Most rhythms are correct	Most fingerings are incorrect	No articulations and dynamics are correct

The ASSESSMENT CYCLE: Closing the Assessment Loop

1. Course Number & Date of Assessment Cycle Completion	Course: Music 262 Date: Dec 12th, 2009
2. People involved in summarizing and evaluating data	Dr. Hope Davis
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: There were no students enrolled in Intermediate Guitar II (Music 262) last semester (Fall 2008). No data to analyze.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Will this include a change to the curriculum (i.e. course outline)? NO
5. Next Year Was the process effective?	
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Philosophy – Humanities Division ✓

Course Number/Title or Program Title: PHIL 100 – Introduction to Philosophy I

Contact Person/Others Involved in Process: Lead: Aaron Edwards Others: Melani Guinn

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Humanities	
Social Science	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Describe and critique the foremost ideas and arguments in the three major philosophical fields.	Final	ISLO1, ISLO2, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Philosophy 100: Introduction to Philosophy Date: Fall 2008</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Aaron Edwards, Melani Guinn</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>I compared how well students understood the arguments and critiques of the main Philosophical fields of study that we covered in the course. This was quantifiable due to the objective nature of the final. 80% of the students from my three Philosophy 100 courses did exceptionally well (above an 80%) in the Metaphysics section of the final. 65% of the students did exceptionally well in the Ethics section of the final. Lastly only 50% of the students did exceptionally well in the Epistemology section of the final.</p>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>Due to the findings I plan to first implement some group work in the Epistemology section of the course. This method has been helpful for students and should help student understand the abstract ideas that are present in Epistemology. I also plan on taking more class time to explicate the ideas and arguments in the Epistemology section.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? No</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The process was effective in that it confirmed my understanding that Epistemology and abstract theories in general are very hard for students to comprehend. I don't plan on changing the SLO, though I do plan on meeting and discussing with our adjunct Philosophy instructor.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>Since my final is objective it was not too hard to collect data and gauge how well the students understood the rubric.</p>

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Humanities	
Social Science	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Distinguish the four types of arguments. Locate fallacious reasoning	Final	ISLO1, ISLO2, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Please list the course number. In case page 1 is separated from page 2, this will help with

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Philosophy 106: Logic Date: Fall 2008</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Aaron Edwards, Melani Guinn</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>I compared how well students understood the four types of arguments that we covered in the course and the many different fallacies. This was quantifiable due to the objective nature of the final. 60% of the students from my two Philosophy 106 courses did exceptionally well (above an 80%) in the basic of an argument section of the final. 65% of the students did exceptionally well in the fallacies section of the final.</p>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>Due to the findings I plan to take more time and give more exercises for the first section of the course. By going a little slower during the beginning and having more exercises the students should be able to grasp the material.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? No</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The process was effective since I was able to see what things students comprehended and what things fell through the cracks. I don't plan on changing the SLO, though I do plan on meeting and discussing with our adjunct Philosophy instructor.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>Since my final is objective it was not too hard to collect data and gauge how well the students understood the rubric.</p>

organization. Please include the date that assessment cycle was fully completed.

2. To encourage collaboration and the sharing of ideas, each form must be completed by at least

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form



Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Spanish	
Humanities	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Research, organize and communicate information orally in Spanish about a cultural aspect of a Spanish-speaking country	Oral presentation rubric	ISLO1, ISLO4, ISLO5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: Span 100 Date: 3/24/2009
2. People involved in summarizing and evaluating data	Romano Sánchez-Domínguez, Javier Rangel and José Ruiz
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1:(communication skills) At the end of the course, the vast majority of students were able to orally communicate at the beginning level a cultural aspect of a Spanish Speaking country. 33% of students passed the oral final with an A. 52% of students passed the oral final with a B. About 9% of students passed the oral final with a C, and only 5% of students passed the oral final with a D.</p> <p>Outcome 2:(Information literacy and Cultural Awareness) Students showed a great interest and skills in doing research about Spanish speaking countries. 90% of students received an A. 5% of students received a grade of B and the remaining 5% passed the cultural aspect of the oral presentation with a C.</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>We will be adding an earlier oral presentation in the course in order to compare with much more accuracy the progress of students by comparing the first oral and the final oral exam.</p> <p>**will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>We believe the process was effective. We will try to incorporate more faculty to the discussion process but at this point we don't plan to change the SLOs.</p>
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:



Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Spanish	
Humanities	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Research, organize and communicate a cultural topic in Spanish using complex grammatical structures.	Oral presentation rubric	ISLO1, ISLO4, ISLO5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: Span 110 Date: 3/28/2009
2. People involved in summarizing and evaluating data	Javier Rangel, Romano Sánchez-Domínguez, and José Ruiz
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: (Communication skills) Students were given an oral presentation rubric towards the end of the fall semester 2008. They were told to do research on a cultural aspect of a Spanish speaking country and to prepare an oral presentation. 14% of the assessed students passed with an A the communication skills outcome. 21% of students passed with a B, 50% of students received a C, and 7% received a D.</p> <p>Outcome 2:(Information literacy and global awareness) Students performed an internet research for the oral presentation. Most of the students search for countries or cultural aspects of Spanish speaking countries. 71% of students passed the SLO4 (information literacy) and SLO5 (global awareness) with an A, 21% passed with a B, and 7% received a C in these outcomes.</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>A good of students did not have the delivery skills necessary for this type of assignment. Therefore, I had to provide guidelines in order for them to effectively deliver their oral presentation. As a result, I will be creating more opportunities for the students to express themselves orally for better results in future presentations.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>In general, it was a very effective process. We will add a new category to the oral presentation rubric in order for the information literacy outcome to be assessed more effectively.</p>
6. After-Thoughts Feel free to celebrate, comment, or otherwise discuss the process.	<div style="text-align: right;">3/30/2009 1:52 PM</div>

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Spanish	
Humanities	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Research, organize and communicate orally a cultural aspect from a Spanish-speaking country in Spanish.	Oral presentation rubric	ISLO1, ISLO4, ISLO5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: Span 113 Date: 3/26/2009
2. People involved in summarizing and evaluating data	José Ruiz and Lizbeth Peña
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: (Communication skills) This was a small class with only 13 students. Students were asked to research for recipes of typical Latin American dishes. They were given an oral presentation rubric with the highest score being a 4. In the communication skills outcome, 62% (8 students) passed with an A and 38% (5 students) scored at the B level.</p> <p>Outcome 2: (Information literacy) All of the students presented their recipes and therefore were able to search and find them without complication. Students' familiarity with searching tools made this outcome a success with 100% of students receiving an A</p> <p>Outcome 3: (Global awareness) This outcome was assessed under the "subject knowledge" area within the grading rubric. The students had to prepare a recipe from a Latin American dish and that implies being in contact with a different culture. All of the presentations were presented with a clear knowledge of the ingredients and the way to prepare the recipe. Consequently, 100% of the class passed with an A.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	At this point, we don't anticipate making any changes to next year's course. This is a beginning conversation level class and student's communication and global awareness skills are essential for this type of class. **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The process was very effective. The use of a rubric to grade and assess the presentations was appreciated by the students. We are not thinking on changing any of the SLO's at this point.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form



Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Spanish	
Humanities	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Organize and effectively communicate personal information in Spanish through writing.	final in-class composition rubric	ISLO1
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; SLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: Span 200 Date: 3/26/2009
2. People involved in summarizing and evaluating data	Romano Sánchez-Domínguez and José Ruiz
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1:(communication skills) At the end of the course, the vast majority of students were able to write effectively personal information at the intermediate level. 64% of students passed the final in-class composition with an A. 25% of students passed the final in-class composition with a B, and 11% of students passed the final in-class composition with a C.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>We will most likely choose a more complex grammatical theme in order to challenge the students in the writing area.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	We will try to add or change outcomes to this class in the near future.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form



Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Humanities	
Spanish	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Research, communicate, and analyze cultural, historical, and/or social aspects of a Spanish-speaking film or literary work in Spanish.	Essay	ISLO1, ISLO2, ISLO4, ISLO5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; SLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: Span 221 Date: 3/24/2009
2. People involved in summarizing and evaluating data	José Ruiz and Carolina Gonti
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1:(communication skills) Students wrote two analytical essays throughout the course; the first essay was due on the 7th or 8th week and the second essay was due on week 13. The results of the first essay were not included in this report because not all of the instructors turned in their data. In the second essay, the data shows the following results: 24% (15 students) passed the communication skills area with an A. 29% (18 students) passed with a B, 45% (28 students) passed with a C and the rest 2% (1 student) with a D.</p> <p>Outcome 2: (Critical thinking) 45% (28 students) passed this area with an A. 21% (13 students) passed with a B, 31% (19 students) passed with a C and 3% received a D.</p> <p>Outcome 3: (Information literacy and global awareness) 15% (9 students) passed with an A, 35% (22 students) passed with a B, 35% passed with a C, 6% (4 students) got a D and 6% failed to pass this outcome.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	We will incorporate more activities for where students can have more chances to improve their information literacy skills as well as their global awareness. Trips to the library will be incorporated and more time will be spent on educating them about citing and documenting their sources. **will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	We will not change the outcomes at this point but we will have closer communication among colleagues in order to better serve our students in these outcomes.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<div style="text-align: right;">3/30/2009 9:32 AM</div>

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form



Date: 2.24/2009

Department Name: Spanish

Course Number/Title or Program Title: Span 221 Bilingual Spanish II

Contact Person/Others Involved in Process: Lead: José Ruiz Others: Carolina Gonti

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Humanities	
Spanish	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Research, organize, communicate and analyze cultural and social aspects of a Spanish-speaking cultural product (film, literary work, documentary) in Spanish through writing.	Essay	ISLO1, ISLO2, ISLO4, ISLO5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: Span 221 Date: 3/24/2009
2. People involved in summarizing and evaluating data	José Ruiz and Carolina Gonti
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1:(communication skills) Students wrote two analytical essays throughout the course; the first essay was due on the 7th or 8th week and the second essay was due on week 13. In the first essay, 25% of students received an A in the communication skills area. 44% passed with a B, 12% passed with a C, 6% received a D and 12 % failed to pass this area and received an F. In the second essay, the data shows a moderate progress. 38% passed the communication skills area with an A (compare to 25% in the first essay.) 38% passed with a B (44% in essay #1), 12% passed with a C and another 12% with a D.</p> <p>Outcome 2: (Critical thinking) In the first essay, 56% passed this area with an A. 31% passed with a B, 6% passed with a C and 6% failed to pass this outcome. There was a slight improvement in the second essay. 63% of students passed with an A, 25% passed with a B, 6 % passed with a C and another 6% failed.</p> <p>Outcome 3: (Information literacy and global awareness) These outcomes were only assessed in the second essay. 19% passes with an A, 63% passed with a B, 6 % passed with a C, and 13% failed to pass this outcome.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	We will incorporate more activities for where students can have more chances to improve their information literacy skills as well as their global awareness. Trips to the library will be incorporated and more time will be spent on educating them about citing and documenting their sources. **will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	We will not change the outcomes at this point.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<div style="text-align: right;">3/30/2009 9:33 AM</div>

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date: 3/25/2009

Department Name: Spanish

Course Number/Title or Program Title: Span 222: Bilingual Oral Spanish

Contact Person/Others Involved in Process: Lead: José Ruiz Others: María Elena Torales

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Spanish	
Humanities	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input checked="" type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Research, organize, synthesize, and orally communicate a controversial topic in Spanish in a clear and engaging manner.	Oral presentation rubric	ISLO1, ISLO4
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: Span 222 Date: 3/26/2009
2. People involved in summarizing and evaluating data	José Ruiz and María Elena Torales
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: (communication skills) Students presented on a variety of topics and needed to apply new vocabulary. In the communication skills outcome, 54% of students passed with an A, 31% passed with a B, 8% passed with a C, and 8% received a D.</p> <p>Outcome 2: (Information literacy) In order to better prepare students in this area, we visited the library for research and students presented several oral reports that help them prepare for this oral final presentation. The results speak for themselves, 100% of my class passed this outcome with an A.</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p style="text-align: right;">**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Spanish	
Humanities	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Organize and develop a well-thought argumentative essay in Spanish.	Essay + Essay rubric	ISLO1, ISLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Spanish /Native/Non Native Speaker	
Humanities	
University Studies	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Research, analyze, identify and examine the culture, values and contributions of Mexican American to the United States through writing	Research Paper	ISLO1, ISLO2, ISLO5
Outcome 1:		
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required

per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

1. Course Number & Date of Assessment Cycle Completion	Course: SPAN 262	Date: 06/30/2009
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Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

<p>2. People involved in summarizing and valuating data</p>	<p>Guzmán</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Students were encouraged to submit an outline or first draft of their research paper (third writing assignment) prior to submitting their final paper. My conclusion was that the 12 students who submitted an outline and the 10 students that submitted a first draft of their research paper received one full grade in their final writing assignment. The remaining 14 students who did not participate in these extra assignments either dropped the class or ended up receiving a lower grade in their final writing assignment. Based on these results, I plan to make the outline or first draft a requirement for my HUM 262 (new course title) class.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Next semester, I plan to include a student learning outcome in the first and second writing assignments for my HUM 262 course.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? No</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>This process was effective, because the students who submitted the activities referred to in this writing assignment resulted in research papers that were well composed. The students cited internet sources and listed all references used in writing their research papers.</p>

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>It was very rewarding to see the final product that resulted from the learning that took place in this very time consuming process. Spring semester 2009 was the first time that I developed and implemented my student learning outcomes. It was enjoyable. I look forward to more improvements for benefiting the students enrolled in HUM 262 during the 2009 - 2010 academic year. I have obtained new ideas that I plan to implement from the workshops that I attended at Imperial Valley College.</p>
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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.



1.Course Number:	Speech 100
2. People involved in summarizing and evaluating data	Bruce Page, Laura Mosier
3. Data Results Briefly summarize the results of the data you collected.	<p>My objective was to try to measure if my students were clearly getting the message of how to construct effective speeches. I compared the students' introductory and informative speeches which are the first and third speeches required of them. I reviewed 97 students in total. I focused primarily on the introduction and conclusion of my rubric. I discovered that for the introductory speeches, 79 students delivered good introductions and 71 of those followed through to give effective conclusions. Of the 18 who delivered unsatisfactory introductions I determined 7 had not attended class the day I lectured on this subject. The other 11 just chose to ignore my advice. Of the 28 who delivered unsatisfactory conclusions, I determined again that 7 had not attended the day I lectured on this subject and the remaining 21 just chose to ignore my advice or were so self-conscious, they ended with a whimper rather than a bang. By the third speech, 91 students delivered good introductions after being made aware of what they needed to do to improve. And 87 delivered good conclusions. So this amounted to a 12% improvement in the outcome I measured for introductions and a 15 ½% improvement in the outcome I measured for conclusions.</p>
4. Course Program/Improvement Please describe what changes you plan to implement based on the above results.	<p>Based on these results, I have decided to introduce some class exercises to conceive strong introductions and conclusions early in the semester. By doing so, I expect to see more students meet the highest standard of student learning outcomes earlier than this last time.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <i>NO, it will not.</i></p>
5. Next Year (Optional) Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>When I complete my SLOs again, I may select another frame of reference for measurement, but I have not yet decided.</p>
6. After-thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	<p>I would like to expand my measurement to include over 200 of my students.</p> <p>SEE ATTACHED: Personally Attempted Success, Encountered Problem.</p>

Personally Attempted Success

So there you are in the farthest reaches of the state of California, mere minutes from the Mexican border, teaching at a community college, sometimes sarcastically referred to as "**Taco Tech**" because approximately 90% of your students are of Latino (obviously primarily Mexican) heritage, most of them being first generation college students, most of them struggling more than most college students because English is **not** their native language.

Top it off with the fact that you teach the most DREADED class on campus...public speaking! Only death itself is feared more! As a dedicated teacher, eager to lead all students to higher academic ground, how would **you** approach your class? What would **you** do to first welcome these trembling students, then secondly challenge and motivate/inspire them to stand and deliver outstanding speeches that get progressively tougher and more complex? Set the wrong tone, belittle them for inadequate English, demand a standard too high for many to reach and they drop like flies, probably never to return to higher education of any kind.

What has worked for me in this regard? I begin with personal transparency. Day 1 I reveal that once upon a time, not so long ago, I flunked out of a 4 year college, believing that any prospects for a successful career were now down the drain, because no other 4 year college would admit me. My only alternative at that point was to attend a community college **on probation!** How humiliating for someone who for many years excelled as a student!

I go on to tell my students how critical my time at a community college was to my ultimate success. I tell them how my Professors cared enough about me to get me back on my feet, trained me how to study for college effectively, and challenged/inspired me to get A's again...preparing me well to earn an A.A., a B.A., an M. A., and ultimately almost a Ph.d, before I branched off to become a TV News Reporter/Anchor with the world as my stage. At that point, I assure them that I promise to be just as caring with each of them, as my Professors were with me. And if their English isn't very good, well, I'll work with them all the more to ensure their success in my class. We are a team, and I'll be their coach! Secondly, I share testimonials from former students about their experience in the course. As a result, at the end of Day 1, they feel welcome, somewhat assured and comforted that they, too can succeed.

Secondly, what has worked for me is an ice-breaker on the second day...a fill-in-the blank BINGO game of sorts, that gets them out of their chairs and talking to every student in class. Next comes a brief time of interviewing a classmate one-on-one, which is like a "buddying-up" process that makes them feel less alone, followed by their "baptismal" speech...an Introductory speech. And rather than have each student just prepare on their own, I have learned that if I take the time to go over each student's preparation one-on-one (like their own personal tutor) and give them added ideas on how to make their speech better, I get a chance to really connect with each one, and launch them better as public speakers. Their first success as speakers breeds further success with the other speeches thereafter. Next, I ask each student to bring a BROWN BAG (lunchbag, shopping bag) with at least 3 items of great personal value to "show and tell" us a little more about themselves than we know. This time, **NO NOTES** at the podium. By this time, they are really loosening up, and really beginning to feel comfortable at the podium.

With each successive speech, narrative, informative, and finally persuasive, I personally role-model with speeches of my own what is the ideal. In the process, once again, I am very transparent about my personal life, and as a result, I am always amazed to see my students be equally transparent, sharing highly personal stories of their lives. The greatest part of this exercise is that a real bonding between students and myself takes place and they go all out to deliver great speeches. And once again with each speech, I meet with each student one-on-one to reconnect and suggest improvements. I also arrange for them to spend a lecture period with a Reference Librarian, so they can learn the skills of effective research in magazines and newspapers. In the end, my students are transformed into great speakers! At the end of each term, I marvel at how many students are such talented speakers!

Bottom line, what has worked for me so wonderfully is my willingness to be transparent with my students, being conscious of how to break down the unique perceived obstacles of each individual, balance motivation/inspiration with challenge, and methodically have one-on-one interactions with each student encouraging them to excellence.

Encountered Problem

Considering that 90% of my students consider English as their second language, and a majority of them are first generation college students, expecting them to read and effectively study the textbook for Public Speaking in order to quiz them is one of my biggest challenges. If I were to simply tell them I am going to quiz them the next day on what they read in any given chapter, most would fail miserably.

- Many of my students are struggling to balance school with part-time or even full-time jobs. They come from poor families, so working is a necessity, limiting their time to study.
- Some are married with children, also limiting time to study.
- Even if they did study the text, it is not as easy to understand as it would be if it were in Spanish, so it involves extra effort on their part. Some are willing to put in the extra effort, but many are not. Even if they did read and study, most have little training in ferreting out what's important to remember and what is not for a quiz at college level.

In an effort to try to keep students motivated to carry on, I provide my students with Study Guides for each chapter. Their job is to fill in the blanks. Because of their lack of preparation in terms of how to effectively study, I even go a step further and provide them with the actual page numbers where they can find the answers. Then I tell them, if they find those answers and study them, they will excel on the quizzes. It continually amazes me that still...many of my students fail the quizzes. **What more can I do, I ask myself?**

If I have them merely fill in the Study Guides in order to turn in...without a quiz...that much they all manage to do. And where the rubber meets the road, when it comes time for them to "stand and deliver" speeches, clearly they have absorbed what they learned in the Study Guides and my lectures, and rally to give good if not outstanding speeches.

I feel great concern and compassion for my students because Speech is one of the so-called "Golden 4 courses" on campus. Every student **MUST** take and pass Speech or he/she cannot transfer to a CSU campus or graduate from this campus.

Consistently failing on quizzes saps my students' spirits to carry on in my course and deliver great speeches which is what I consider to be ultimately the most important consideration. In that regard, they do fine...but I'm buffaloed! What can I do about the quizzes??

Bruce Page Speech Department, Imperial Valley College (760) 355-6575
bruce_page@hotmail.com

SL●: Organize information and orally communicate it to an audience in a clear and engaging manner.

Speaker's name: _____

Criterion	Rating Excellent Points 10-9	Rating Good Points 8-7	Rating Satisfactory Points 6-5	Rating Needs Improvement Points 4-2	Score
Introduction	(1) captivating beginning (2) Clearly stated thesis (3) Connected with audience (4) Energetic delivery	Stated thesis and met any two of the four criteria	Stated thesis and met any one of the four criteria	Met none of the four criteria	
Body	1) Presented lots of new information (2) Quoted from newspaper and/or magazines to add credibility (3) Good eye Contact (4) personal story engaged us emotionally	1) Presented some new information 2) had some credible quotes but not enough 3) Personal story engaged us 4) wrote well but read word for word; little eye contact	1) Presented information already known 2) quoted only from <u>websites</u> , indicating insufficient research 3) speech lacked convincing evidence 4) little to no eye contact 5) no personal story to engage us	1) Information was poorly organized 2) quotes were questionable or non-existent 3) speech was not persuasive 4) read word for word with little to no eye contact. 5) no personal story 6) statistics or other claims have no reference	
Conclusion	(1) Reviewed Thesis (2) Urged audience to act (3) Memorable closure	1) Reviewed thesis 2) wishy-washy conclusion	1) Closed without reviewing thesis 2) Neglected to urge audience to act	1) Closed without reviewing thesis 2) neglected to urge audience to act. 3) closed with a whimper	
Visual Aids	Visual aids well presented, large, good color, clear, creative	Minor problems with presenting visual aids, ok color, clear, but limited creativity	Significant problems presenting visual aids, not much effort	Little or no visual aids	
Time	Within allotted time	Within 10% of allotted time	Within 20% of allotted time	Not within 20% of allotted time	

1. **Speech 100 –Laura Mosier**

2. **100 students graded on Persuasive Speech**

- Time limit
- Proposition statement
- Reasons listed
- Stays on Topic
- Eye contact
- Volume
- Support
- Visual aid

3. **Data Results in percentages:**

	5	4	3	0- 2
Time limit	Presentation 4-5 minutes long 62	Presentation is >3 but <4 minutes long 19	Presentation is 2-<3 minutes long 5	Presentation is <2 minutes or >5 minutes 14
Proposition	Declarative statement after attention getter 56	Declaratively stated somewhere in intro 28	Stated somewhere in speech 8	Stated as a thesis in the speech 8
Reasons	Clearly stated immediately after prop and referred to several times during speech 55	Clearly stated somewhere in the intro an referred to during speech 29	Heard reasons stated in intro, but not mentioned again 13	Never heard reasons stated in speech 3
Stays On topic	90-100% 56	80-89% 28	70-79% 14	Hard to tell the topic 2
Eye Contact	95- 100% eye contact Reads only cited sources 55	Establishes moderate Eye contact 85-95% Refers some to cards 29	Establishes 60 85% Significantly tied to notes 12	Reads most of speech 4
Volume	Volume loud enough to be heard by all during the speech 68	Volume loud enough at for everyone at least 90% of the speech 22	Volume loud enough to be heard by everyone at least 80% of the time 9	Volume too soft to be heard by everyone most of the time 1
Support	Excellent use of 8 forms of support 89	Good use of 6-7 forms of support 6	Fair use of 4-5 forms of support 4	Little or no support 1
Visual Aids	Big, colorful, surprise, practiced, xln 89	Size problems, colorful, surprised – good presentation 8	Hard to see, little use of color, no surprise, Poorly presented 3	No Visual Aid 0

4. **Course Program/Development:** I plan on stressing the importance of Eye Contact, Volume, and Time by offering more assignments and training earlier in the course.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Speech – Humanities Division

Course Number/Title or Program Title: SPCH 180—Argumentation and Debate

Contact Person/Others Involved in Process: Lead: Melani Guinn Others: Val Rodgers

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
communication arts	
liberal studies	

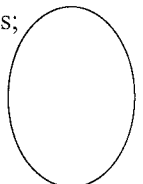
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input checked="" type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
persuasively construct, organize, and refute arguments in the context of debate	Debate rubric	ISLO1, ISLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



<p>1. Course Number</p>	<p>SPCH 180</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Melani Guinn, Jim Fisher</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>I compared the students' first and third debates, looking at the argumentation and organization sections of the rubric. On the first debate, 15 students passed the argumentation section and 3 failed, while 17 passed the organization with one failing it. By the third debate, 17 students passed both sections and one student failed both. I looked at the attendance records of the student who failed both sections in both debates and discovered that she had missed four classes within that timeframe. Of the 15 students who passed both sections in the first debate, 9 (60%) of them improved by at least one full grade in the third debate. I looked at the six students who didn't improve on the third debate and discovered that three of them improved by at least one full grade on the final debate. So, 65% of the class improved in the outcomes I measured.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Based on these results, I plan to implement in the first weeks of the course more exercises focused on improving argumentation. By introducing more of these exercises earlier in the course, I hope to reach some of the students that struggled to improve in this area.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u> No </u></p>
<p>5. Next Year (Optional)</p> <p>Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>Next year, I plan to rewrite the SLOs for this course so that they are easier to measure. We have a new debate instructor this year, and I would like to meet with her to work on this together.</p>
<p>6. After-Thoughts (optional)</p> <p>Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>I think I can streamline this process a bit. It took quite a bit of time and the data wasn't as helpful as I had hoped.</p>

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
	Air Conditioning and Refrigeration Technology

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Perform a standing pressure test on a vessel using dry nitrogen. Use dry nitrogen to test the gage manifold to assure that it is leak free. The standing pressure test is the same for any vessel, including a refrigeration system.	Practical exam with skills rubrics	ISLO 2 ISLO 3
Outcome 2:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: ACR 101 Date:
2. People involved in summarizing and evaluating data	Frank Miranda
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: The students learned how to properly connect and read the gauge manifold and check the pressure with the dry nitrogen. The students also studied the gauges and assures that they maintained pressure and the system was leak free. After the exercise, the students were able to read the pressure.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Based on the results, I plan to implement more exercises focused on the use of gauges. **Will this include a change to the curriculum (i.e. course outline)? <u>NO</u>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	I believe the process was effective. Further discussion within the Industrial Technology Department would be necessary before determining any changes.

6. After-Thoughts

Feel free to celebrate, vent, or otherwise discuss the process.

I was satisfied with the results. The students were eager to learn and asked a lot of questions throughout the exercise.

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1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encouraged to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data (full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer "Yes" or "No" to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year's syllabus.
6. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
	Air Conditioning and Refrigeration Technology

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Demonstrate ability to take wet-bulb and dry-bulb temperature readings to determine relative humidity from the psychrometric chart, and use this information to determine the level of comfort from the Ashrae generalized comfort chart.	Practical exam with skills rubrics	ISLO 2 ISLO 4 ISLO 5
Outcome 2:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: ACR 102 Date:
2. People involved in summarizing and evaluating data	Frank Miranda
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: The students learned how to use a sling psychometric to find the wet-bulb temperature and identify the relative humidity. Students separated in small groups and went throughout the campus recording results and compared the readings to Ashrae comfort chart.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	No changes are planned for next semester **Will this include a change to the curriculum (i.e. course outline)? <u>NO</u>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Based on the results students learned quickly and efficiently how to take relative humidity readings.
After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	The lab experience as a whole went smoothly with no problems. <div style="text-align: right;">5/19/2009 10:55 AM</div>

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6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
	Air Conditioning and Refrigeration Technology

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Make voltage and amperage readings on actual operating equipment using a vom. The student will be able to do this under the supervision of the instructor.	Practical exam with skills rubrics	ISLO 2 ISLO 3
Outcome 2:		

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***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; LO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

6. After-Thoughts

Feel free to celebrate, vent, or otherwise discuss the process.

The ASSESSMENT CYCLE: Closing the Assessment Loop

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Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Calculate the quantity of airflow in cubic feet per minute (CFM) in an electric furnace by measuring air temperature rise amperage, and voltage.	Practical exam with skills rubrics	ISLO 2 ISLO 4
Outcome 2:		

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|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Calculate the area of a round duct when the diameter is known.	Practical exam with skills rubrics	ISLO 1 ISLO 2 ISLO 4
Outcome 2:		

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|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Divide a line into equal parts using a divider to obtain equal spaces.	Practical exam with skills rubrics	ISLO 2 ISLO 4
Outcome 2:		

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1. Course Number & Date of Assessment Cycle Completion	Course: ACR 106 Date:
2. People involved in summarizing and evaluating data	Frank Miranda
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: Students were able to complete assignment without any problem. A good knowledge of math is important for sheet metal fabrication. Outcome 2: Outcome 3:
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	No changes are planned for next semester. **Will this include a change to the curriculum (i.e. course outline)? <u>NO</u>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The process was effective in teaching a basic principle for the process of laying out sheet metal forms and shapes. Associate with metal fabrication.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<div style="text-align: right;">5/20/2009 9:24 AM</div>

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The ASSESSMENT CYCLE: Closing the Assessment Loop

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IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form



Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Automotive Technology	Automotive Technology

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Demonstrate the ability to connect and read a vacuum gauge to monitor engine conditions. While in compliance with safety and environmental regulations.	Practical exam with skills rubrics	SLO 2 SLO 4 SLO 5
Outcome 2:		
Outcome 3:		

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*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;
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strategy for providing SLO to student)? If so, how?	
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	The result were satisfactory: I saw that the students were eager to learn and always asking questions through the whole procedure.

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Date:
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Automotive Technology	

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Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Describe the operation of the basic parts of a brake system. While in compliance with safety and environmental regulations.	Practical Exam with Skills Rubrics	SLO 2 SLO 4 SLO 5
Outcome 2:		
Outcome 3:		

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*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;
 5/1/2009 4:16 PM

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: AU T 125 Date: 5/1/09</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Jose Lopez, Ricardo Pradis</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1:</p> <p>Most of the students have a problem understanding the terminology used in automotive brakes, four students had problems understanding the different types of friction, three students had problems identifying dual brake systems, and six students had problems explaining the functions of antilock brake systems. At the end of the rubric all students gave a good explanation of automotive brakes.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Based on the results, I plan to implement more exercises on terminology, friction and friction materials, different kinds of brake systems and antilock systems.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>NO</u></p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>I believe the process was effective and further discussion with the department is necessary before determining any possible change in the outcome.</p>

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>The results were satisfactory and the students are ready to take on the ASE examination on brake systems.</p>

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5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Automotive Technology	Automotive Technology

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Explain the units of electrical measurements. While in compliance with safety environmental regulations.	Practical exam with skills rubrics	SLO 2 SLO 4 SLO 5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful Completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;
4/21/2009 2:11 PM

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: AU T 130 Date: 3/31/09</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Jose Lopez – Ricardo Pradis</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Automotive Electricity requires the use of sophisticated equipment and learning mathematical formulas this is where the student encounters most of the problem with units of measurements. At the end of the rubric every student had a clear understanding of electrical measurements.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>Based on the results, I plan to implement more exercises on the used of equipment and electrical formulas.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>NO</u></p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing .O to student)? If so, how?</p>	<p>The process was effective. Further discussion with the department is necessary before determining any possible changes with the outcome.</p>

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>The results were satisfactory; the students were amazed with what electricity can do.</p>

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Automotive Technology	Automotive Technology

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Identify terms, components, and definitions associated with steering and suspension systems. While in compliance with safety and environmental regulations.	Practical exam with skills rubric.	
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: AU T 155 Date: 5/1/09</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Jose Lopez, Ricardo Pradis</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1:</p> <p>Most of the students encounter problems on terminology use in suspension and wheel alignment, four students had problems understanding the method in which basic components are arranged, three students had problems identifying frames and six students had problems explaining the functions of electronic suspension components. At the end of the rubric all students had good understanding of suspension and wheel alignment.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Based on the results, I plan to implement more exercises on terminology, basic components arrangement, frames and electronic suspension systems.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If</p>	<p>I believe the process was effective and further discussion with the department is necessary before determining any possible change in the outcome.</p>

so, how?	
After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	The results were satisfactory and the students are ready to take on the ASE examination on suspension and wheel alignment.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
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3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Automotive Technology	Automotive Technology

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Locate and interpret vehicle and major components, identification numbers, (VIN) certification levels and calibration decals.	Practical exam with skills rubrics	SLO 2 SLO 4 SLO 5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful Completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: AU T 160 Date: 3/31/09</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Jose Lopez – Ricardo Pradis</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Four students had problems understanding information on the service manuals, three had problems gathering information to identify the level that states the year, engine size and what color of paint is designated to a particular vehicle. At the end of the rubric all students were able to locate and interpret the vehicle identification numbers (VIN).</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Based on the results, I plan to implement more exercises focused on using the service manual.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>NO</u></p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The process was effective, further discussion with the department is necessary before determining any possible changes with the outcome.</p> <p style="text-align: right;">4/21/2009 2:15 PM</p>

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>The results were satisfactory; and the students were surprised of all the places in the world that vehicles are built.</p>
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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form



Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Automotive Technology	Automotive Technology

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Measured the emissions levels of an engine and prepared a four-or-five gas analyzer inspected and prepared vehicle for test and obtained exhaust reading. While in compliance with local, state, and federal safety and environmental regulations.	Practical exam with skills rubrics	SLO 2 SLO 4 SLO 5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful Completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: AU T 170 Date: 3/31/09</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Jose Lopez – Ricardo Pradis</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Six students had problems describing the chemical reaction related to combustion of fuels in the engine, five students had problem understanding catalytic converter principles and how it modifies emissions gases to provide low levels of HC, CO, and NOX on the exhaust.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>Based on the results, I plan to implement more exercises focused on combustion process and catalytic converter operation.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>NO</u></p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>I believe the process was effective. Further discussion with the department is necessary before determining any possible changes to the outcome.</p>

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>The results were satisfactory; the students learned the effect of vehicles and the environment, the students are ready to take on an ASE engine performance examination.</p>

The ASSESSMENT CYCLE: Closing the Assessment Loop

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3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form



Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Automotive Technology	Automotive Technology

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Inspect the hydraulic lines and hoses for the clutch slave and master cylinder and bleed and adjust the system. While in compliance with safety, environmental and hazardous materials.	Practical exam with skills rubrics	SLO 2 SLO 4 SLO 5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful Completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: AU T 180 Date: 3/31/09</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Jose Lopez – Ricardo Pradis</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Three students had problems identifying clutch components, two students had problem understanding their function and 4 students had problems bleeding the system, at the end of the rubric all students were able to identify and understand the functions of a hydraulic clutch system.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>Based on the results, the activity went as planned.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>NO</u></p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If yes, how?</p>	<p>I believe the process was effective. Further discussion with the department is necessary before determining and possible change to the outcome.</p>

6. After-Thoughts
Feel free to celebrate,
vent, or otherwise
discuss the process.

The results were satisfactory; and the students are prepared to take on the ASE examination on manual transmissions.

The ASSESSMENT CYCLE: Closing the Assessment Loop

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4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer "Yes" or "No" to the curriculum question – no explanations required but please answer the question.

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6. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Automotive Technology	Automotive Technology

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Identify the components of a vehicle air conditioning system and state their purpose. While in compliance with local, state and federal safety and environmental regulations.	Practical Exam with Skills Rubric	SLO 2 SLO 4 SLO 5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: AU T 210	Date: 5/12/09
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<p>2. People involved in summarizing and evaluating data</p>	<p>Jose Lopez and Ricardo Pradis</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Five students had problems understanding the laws of refrigeration, four students had problems describing refrigeration capacities, and two students had problems identifying components in the vehicle. At the end of the rubric all students had a good understanding of vehicle air conditioning.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>Based on the results, I plan to implement more exercises focused on refrigeration laws and capacities.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>No</u></p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>I believe the process was effective. Further discussion with the department is necessary before determining any possible changes to the outcome.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>The results were satisfactory; four students passed and certified in Mobile Air Conditioning Society (MACS) a recovery and recycle certification needed to handle refrigerants in the automotive industry and students are ready to take on the ASE examination.</p>

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Automotive Technology	Automotive Technology

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Understand how different gear ratios can be obtained in a planetary gear set. While in compliance with safety, environmental and hazardous materials.	Practical Exam with Skills Rubrics	SLO 2 SLO 4 SLO5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and value data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;

· ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: AU T 220 Date: 5/1/09</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Jose Lopez and Ricardo Pradis</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1:</p> <p>Five students had problems understanding power transfer and multiplication of engine torque to the drive axles, three students had problems understanding the various combinations that result in speed, torque and directions, at the end of the rubric all students gave a good definition of planter gears and their operation.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Based on the results, I plan to implement more excercises on multiplication of torque, and mathematical formulas required to understand speed.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>I believe the process was effective and further discussion with the department is necessary before determining any possible change in the outcome.</p>

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>The results were satisfactory and the students were surprise on how much power in transfer to the wheels of a vehicle.</p>
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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Academic Services and Instruction Office

Course Number/Title or Program Title: N/A

Contact Person/Others Involved in Process: Lead: Kathy Berry, Linda Amidon, Matthew Thale, and Martha Navarro

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
N/A	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool <small>(e.g., exam, rubric, portfolio)</small>	Institutional Outcome* <small>(e.g., ISLO1, ISLO2)</small>
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Improve the presentation, accuracy and delivery of college catalog and class schedules to provide students with efficient tools to research majors, certificates and courses and to enable students to plan and reach their educational goals.	Student Survey	ISLO1, ISLO3, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number	N/A																		
2. People involved in summarizing and evaluating data	Linda Amidon, Matthew Thale, Martha Navarro, Kathy Berry																		
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>A random, self-selected student survey was conducted utilizing the Imperial Valley College Student Portal during the Fall 2009 Registration. This small sample survey was analyzed by staff at the close of Fall Census, which concluded that the changes to the catalog and schedule improved student access, but additional changes will need to be made in the future. The data demonstrated the following:</p> <p>Question 1: Is the Catalog easy to use?</p> <table data-bbox="402 730 760 898"> <tr> <td>Very Easy</td> <td>60.00%</td> </tr> <tr> <td>Somewhat Easy</td> <td>37.3%</td> </tr> <tr> <td>Not Easy</td> <td>2.22%</td> </tr> </table> <p>Question 2: Does the Catalog provide you with enough information?</p> <table data-bbox="402 993 974 1161"> <tr> <td>Answers Most of my questions:</td> <td>64.44%</td> </tr> <tr> <td>Answers Some of my questions:</td> <td>33.33%</td> </tr> <tr> <td>Doesn't answer my questions:</td> <td>2.22%</td> </tr> </table> <p>Question 3: Is the New Catalog a tool for researching majors, certificates and programs?</p> <table data-bbox="402 1287 649 1455"> <tr> <td>Yes:</td> <td>53.33%</td> </tr> <tr> <td>Unsure</td> <td>26.67%</td> </tr> <tr> <td>No</td> <td>20.00%</td> </tr> </table> <p>Survey Comments:</p> <p>Catalog should list all majors and certificates at IVC. (Note: Information is located on pages 26, 33, and pages 121 through 149.)</p> <p>Couldn't find the physical address. (Note: Address is on inside front cover.)</p> <p>Should mention requirements needed to get a specific major or certificate. (Note: This information is located beginning on page 121.)</p> <p>More detailed map of campus (buildings, areas, names of buildings, and extended campus locations).</p> <p>Need to include school phone number. (Note: College phone number is located</p>	Very Easy	60.00%	Somewhat Easy	37.3%	Not Easy	2.22%	Answers Most of my questions:	64.44%	Answers Some of my questions:	33.33%	Doesn't answer my questions:	2.22%	Yes:	53.33%	Unsure	26.67%	No	20.00%
Very Easy	60.00%																		
Somewhat Easy	37.3%																		
Not Easy	2.22%																		
Answers Most of my questions:	64.44%																		
Answers Some of my questions:	33.33%																		
Doesn't answer my questions:	2.22%																		
Yes:	53.33%																		
Unsure	26.67%																		
No	20.00%																		

	<p>on the front page.)</p> <p>Conclusion:</p> <p>The majority of students surveyed, 97.7%, found the catalog easy to use. The catalog provided enough information for student usage for 97.77% of students surveyed. The catalog was used as a research tool for majors, certificates and programs by 80% of students surveyed, while 20% did not use the catalog as a research tool.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Survey results will be shared with the college's Curriculum and Instruction Committee. The listing of majors, certificates and program information will be reviewed and improvements made to how the information is listed. The College's address and phone number should be repeated throughout the document.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>N/A</u></p>
<p>5. Next Year (Optional)</p> <p>Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>During the 2009-10 academic year, the catalog will be reviewed by the C&I Committee. A revised student survey will be repeated during Fall 2009, but will be conducted earlier in the process.</p> <p>In addition, Academic Services will work with Student Services to develop short workshops on "How to Use the Catalog" for incoming Freshman students during orientation programs.</p>
<p>6. After-Thoughts (optional)</p> <p>Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>There were major improvements to the 2009-10 catalog. Additional improvements need to be made. The catalog should be reviewed annually, including student surveys.</p>

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Through the addition of Distance Education courses, students will be able to complete their GE requirements for IVC transfer. Goal date: beginning of Fall 2009.	IVC GE & CSU GE & IGETC check-off list.	ISLO4, ISLO3
Outcome 2: By the Fall 2009, first-time Hispanic and/or low income degree seekers retention data will maintain or improve from the recently increased level of 85.5%.	IVC Retention Data	ISLO3
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and

evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister
toni.pfister@imperial.edu or X6546

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills;
LO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number & Date of Assessment Cycle Completion	Course: ACCESO Date: July 29, 2009
2. People involved in summarizing and evaluating data	Toni Pfister, Dawn Chun, Gloria Carmona and Michael Heumann.
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: The following is the amount students can complete using Distance Education courses: CSUGE = 100%, IGETC = 93%, IVC GE = 100%</p> <p>Outcome 2: Data will not be available until the end of Fall 2009.</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Outcome 1: ACCESO will continue to build the Distance Education program so 100% of coursework needed to complete their GE for IVC graduation or transfer will be offered through Distance Education classes.</p> <p>Outcome 2: ACCESO will continue to work with DE faculty to improve our student retention rates. The Learning Support Specialist will also continue to work with counselors and students to orient them to the rigor of Distance Education classes. Additional resources will be posted on our DE website for student use.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The process was effective. We will revisit Outcome 2 at the end of Fall 2009 to determine if we need to change the outcome or assessment for next year.
After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	The process was helpful.

7/29/2009 3:26 PM

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
 2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
 3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
 4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).
- Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.
5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
 6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Increase awareness of databases for nursing & allied health students.	Usage report showing increase from Nov 2008 to July 2009 by month.	
Increase circulation of books.	Statistical report comparing 07/08 with 08/09	
Increase contact hours for science tutoring.	Statistical report comparing 07/08 with 08/09	

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: Library/Learning Services Date: August 17, 2009
.. People involved in summarizing and evaluating data	Dr. Taylor Ruhl, Mary Ann Smith, Cathy Zazueta, Tricia Grijalva
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Annual statistical report shows a usage increase of 36%.</p> <p>Outcome 2: Annual statistical report shows an increase of 42,923 books or 77%</p> <p>Outcome 3: Report shows an increase of 87 contact hours.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Participate in a review of the organizational structure for Learning Services which will address the need for overlap in science tutoring between the Science Division and Learning Services.</p> <p>Hold at least two campus wide events to promote use of the book collection.</p> <p>Hold another orientation for new nursing students to introduce them to the nursing and allied health database.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? _____</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The SLOs for 2009-2009 were accomplished very successfully. New SLOs will be recommended for 2009-2010.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date: 2 September 2009
 Department Name: Learning Services

Course Number/Title or Program Title: Reading/Writing Lab

Contact Person/Others Involved in Process: Lead: Terry C. Norris
Others: Taylor Ruhl, Deirdre Rowley, Kathleen Dorantes

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input checked="" type="checkbox"/> Reading Competency | <input checked="" type="checkbox"/> Language and Rationality – English Composition
<input checked="" type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Demonstrate improvement in reading at level.	Diagnostic and mastery tests in web-based reading program.	ISLO 1, 2, 4
Demonstrate improvement in written communication.	Tutor assistance and evaluation. Diagnostic and mastery tests in web-based writing program.	ISLO 1, 2, 4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: The Reading/Writing Lab has no course number, but helps students in mass from a variety of courses. Date:
2. People involved in summarizing and evaluating data	
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: Outcome 2:
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	**Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	While the hope is that students will improve their reading and writing skills by participating in the various Reading/Writing Lab programs, it is difficult for the Lab to assess their degree of progress, if any. Though there are assessment tools, as noted above, they relate only to the students' performance on Lab assignments, not to an overall improvement of skills. The Lab simply provides ancillary work to help students "get the point" of what they are studying in class, so the real assessment would be the grade in the class, though how much the Lab work influenced the grade in the class would be difficult to determine.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

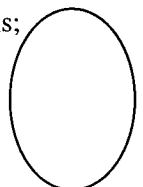
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Demonstrate awareness of, understanding of, and proficiency in applying effective tutoring techniques.	1. In-class activities 2. Essay detailing a tutoring scenario	ISLO 1-5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



1. Course Number & Date of Assessment Cycle Completion	Course: EDUC 202, Tutor Training Date: 6-4-09
2. People involved in summarizing and evaluating data	Terry C. Norris Dr. Taylor Ruhl
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Class discussion focused on the principles of effective tutoring and how they could best be applied. The essay allowed them to 1) explain in detail how they would apply those principles to a particular tutoring session and 2) evaluate how effective their application of those principles would be and why.</p> <p>As would be expected, student participation in class discussion varied, as did responses to the essay question. Most students showed by either their participation or their essay or a combination of the two that they understood how to tutor effectively. Two students could have done better on the essay but misunderstood the question. The grade on the essay reflected how well students understood and responded to the question. If they misunderstood the question, they obviously would get a low grade; however, that doesn't necessarily mean that they wouldn't know how to tutor well.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	It is a short-term class (only six three-hour meetings), but it would be good to include at least one student-teacher conference, probably mid-point in the semester, to assess the student's grasp of class content and goals (giving the teacher an idea of what needs to be addressed/clarified in class) and give the student an opportunity to clear up any confusion. Attending the conference would be mandatory and part of the evaluation criteria for being given credit for the class, but would not change the assessment for determining readiness to tutor. <p>**Will this include a change to the curriculum (i.e. course outline)? <u>NO</u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The assessment process was helpful in focusing attention on whether or not the class accomplished what it was supposed to accomplish, but it will not make a difference in how I conduct the class in the future.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	In my years of teaching, I have adjusted curricula and assessment standards based on my "organic" observation of what worked and didn't work for the students. This SLO "analytical" observation adds lists and numbers and percentages to the assessment process, which makes it bulky and does nothing to help a teacher make practical decisions. It is quantitative (good for statisticians), not qualitative (not good for teachers).

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
EMS	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Provide Basic Life Support to victims of cardiac or respiratory arrest	AHA Basic Life Support Healthcare Provider written exam and skills check-offs	ISLO1, ISLO2, ISLO3, ISLO4
Outcome 2: Control bleeding and treating shock at a basic life support level	Skills check-off	ISLO1, ISLO2, ISLO3, ISLO4
Outcome 3: Care of the trauma patient at an EMT-I level	Practical Skills check off	ISLO1, ISLO2, ISLO3, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number & Date of Assessment Cycle Completion	Course: EMT 105 Date: June 12, 2009
2. People involved in summarizing and evaluating data	Steve Holt, Rick Goldsberry & Tina Aguirre
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: 74 students took the AHA BLS for Healthcare Providers course as part of their EMT-105 training. 73 students or 98.6% passed the written and skills exams and were certified in BLS. Outcome 2: 54 students (100%) did the skills check-off and passed the Control Bleeding and Treating Shock testing. Outcome 3: 39 total students (100%) took and passed the Patient Assessment Trauma skills check-off- 4 students required re-testing but eventually passed successfully.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Continue to improve teaching methods to assure student success. I will utilize the American Heart Association teaching program because the AHA does research on the best methods for teaching their programs including BLS-CPR **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Will look at new focus for Student Learning Outcomes as these outcomes measurements seem to be consistently successful.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
	EMT -1 Certificate Renewal

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Provide Basic Life Support to victims of cardiac or respiratory arrest	AHA Basic Life Support Healthcare Provider written exam and skills check-offs	ISLO1, ISLO2, ISLO3, ISLO4
Outcome 2: Care of the trauma patient at an EMT-I level	Skills check-off	ISLO1, ISLO2, ISLO3, ISLO4
Outcome 3: Supine Spinal Immobilization	Skills check-off	ISLO1, ISLO2, ISLO3, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number & Date of Assessment Cycle Completion	Course: EMT 107 Date: 5/05/09
2. People involved in summarizing and evaluating data	Steve Holt, Rick Goldsberry & Tina Aguirre
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: 9 students completed the AHA BLS for healthcare provider course and were successful in passing the written and skills exams.</p> <p>Outcome 2: 8 students completed the testing successfully, one student required a retake to be successful.</p> <p>Outcome 3: 8 students completed the testing successfully, one student required a retake to be successful.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Continue to improve teaching methods to assure student success. I will utilize the American Heart Association teaching program because the AHA does research on the best methods for teaching their programs including BLS-CPR **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Will look at new focus for Student Learning Outcomes as these outcomes measurements seem to be consistently successful.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
EMS	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Successful completion of the BLS instructor course	Passing score on written exam and monitoring by a Training Center faculty using the AHA standards/Form	ISLO1, ISLO5
Outcome 2: Trauma victim assessment and resuscitation	Measured using two observer evaluations during simulations	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5
Outcome 3: Global Affective Professional Behavior Evaluation	Instructor evaluation of student using Global Affective Professional Behavior Evaluation Rubric	ISLO1, ISLO3, ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: EMTP 200 Date:10/15/08
2. People involved in summarizing and evaluating data	Rick Goldsberry & Tina Aguirre
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: All interns were trained using American Heart Association guidelines to become Basic Life Support Instructors. Each student passed a written exam with a score > 90% and each was monitored by a training center faculty member and certified as an AHA BLS Instructor.</p> <p>Outcome 2: All interns participated in class simulations where trauma patients were simulated by their classmates. Simulations were evaluated by a minimum of two instructors using a grading rubric. The instructor scores were combined and averaged. Each student passed the simulations with scores ranging from a low of 85% to a high of 93%.</p> <p>Outcome 3: This is a fairly subjective measurement and is primarily meant to give interns advice as to their future interaction with clinical and field preceptors, patients and others who they will be in contact with as EMS professionals. Some interns need to improve in some of the 11 areas that are evaluated.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	We may possibly improve the simulations by doing a better orientation to the simulation process for the students. This is the first time many interns have been exposed to simulation as a learning process. An emphasis on more realism by the presenting team may improve the process for the "paramedic responding team." **Will this include a change to the curriculum (i.e. course outline)? <u>No</u>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	This is the first time we have used SLO's in the paramedic program. I feel it will be useful to the students to know the outcomes that we expect and the process that we use to measure their performance. I will introduce the next class to the process and show them our outcomes for this year.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	Measuring outcomes is important to improvement in nearly all endeavors. SLO's gives us the opportunity to look at how well we do things and how it affects our student success. It is a good process.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
EMS	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Assessment and treatment of medical problems including cardiac patients	Measured using two observer evaluations during simulations	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5
Outcome 2: PEPP (Pediatric Education for Pre-hospital Providers) Course	Passing score on written test and skills check-off	ISLO1, ISLO2, ISLO3 ISLO4
Outcome 3: Global Affective Professional Behavior Evaluation	Instructor evaluation of student using Global Affective Professional Behavior Evaluation Rubric	ISLO1, ISLO3, ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;
 **SLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

Course Number & Date of Assessment Cycle Completion	Course: EMTP 210 Date: 12/10/08
2. People involved in summarizing and evaluating data	Rick Goldsberry & Tina Aguirre
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: All interns participated in class simulations where trauma patients were simulated by their classmates. Simulations were evaluated by a minimum of two instructors using a grading rubric. The instructor scores were combined and averaged. Each student passed the simulations with scores ranging from a low of 87% to a high of 100%.</p> <p>Outcome 2: All interns were given and passed the PEPP written and skills tests</p> <p>Outcome 3: This is a fairly subjective measurement and is primarily meant to give interns advice as to their future interaction with clinical and field preceptors, patients and others who they will be in contact with as EMS professionals. Some interns need to improve in some of the 11 areas that are evaluated.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>We may possibly improve the simulations by doing a better orientation to the simulation process for the students. This is the first time many interns have been exposed to simulation as a learning process. An emphasis on more realism by the presenting team may improve the process for the "paramedic responding team."</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>NO</u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>This is the first time we have used SLO's in the paramedic program. I feel it will be useful to the students to know the outcomes that we expect and the process that we use to measure their performance. I will introduce the next class to the process and show them our outcomes for this year.</p>
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<p>Measuring outcomes is important to improvement in nearly all endeavors. SLO's gives us the opportunity to look at how well we do things and how it affects our student success. It is a good process.</p>

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
EMS	

Does course satisfy a community college GE requirement(s)?

Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Advance Cardiovascular Life Support Provider Course (ACLS)	Written and Skills check-offs	ISLO1, ISLO2, ISLO3, ISLO4
Outcome 2: Pediatric Advanced Life Support Course	Written and Skills check-offs	ISLO1, ISLO2, ISLO3, ISLO4
Outcome 3: Global Affective Professional Behavior Evaluation	Instructor evaluation of student using Global Affective Professional Behavior Evaluation Rubric	ISLO1, ISLO3, ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

Course Number & Date of Assessment Cycle Completion	Course: EMT 215 Date: 2/06/2009
2. People involved in summarizing and evaluating data	Rick Goldsberry & Tina Aguirre
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: 100% of interns passed the ACLS provider course written test with scores ranging from 84% to 100%. All interns were successful on their skills performance test using AHA guidelines for adult cardiac care</p> <p>Outcome 2: 100% of interns passed the PALS provider course written test with scores ranging from 84 to 96% All interns were successful in passing the skills performance testing using AHA guidelines for pediatric resuscitation care.</p> <p>Outcome 3: This is a fairly subjective measurement and is primarily meant to give interns advice as to their future interaction with clinical and field preceptors, patients and others who they will be in contact with as EMS professionals. Some interns need to improve in some of the 11 areas that are evaluated.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	We will spend some time before the ACLS and PALS courses to emphasize the importance of using the algorithms in treating both adult and pediatric patients. ACLS does bring much of the didactic theory together and promotes critical thinking on the student's part. Students often state that the ACLS and PALS course help bring everything together for them. **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Yes, this process is effective in the paramedic program. We will look at other measurement tools for the next year.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
EMS	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Developing competencies in paramedic clinical skills	Daily skills evaluation and Final evaluation	ISLO1, ISLO2, ISLO3, ISLO5
Outcome 2: Patient Assessment	Evaluation using patient assessment rubric by clinical preceptors of a minimum number of patients assessed	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5
Outcome 3: Global Affective Professional Behavior Evaluation	Global Affective Professional Behavior Evaluation rubric	ISLO1, ISLO2, ISLO 5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number & Date of Assessment Cycle Completion	Course: EMTP 225 Date: March 26, 2009
2. People involved in summarizing and evaluating data	Rick Goldsberry, Elaine Hackett, Judy Cruz & Tina Aguirre
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: All students were successful in this portion of their training. Progress was measured on a daily basis with each student individually evaluated by clinical preceptors and the program director. All demonstrated a level of competency allowing them to move into the next phase of training.</p> <p>Outcome 2: Each student performed the minimum number of assessments required by the program and were evaluated by the clinical preceptors and the program director using the assessment rubric as a measure for success.</p> <p>Outcome 3: Using a Global Affective Professional Behaviors Evaluation form each student showed progress to toward competency in each of the areas evaluated. Only one student had a less than competent behavior in regard to time management (he had two "tardies" while in the clinical phase of training.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>The clinical time in the hospitals allows students to hone their skills and provides them with opportunities to make patient contacts in a controlled environment with preceptors watching to make sure that the students make proper decisions.</p> <p>The process is very effective in its current form however we need to continually look at ways to improve all student learning experiences.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Yes, the processes we are using in clinical training are effective.
After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<p style="text-align: right;">3/31/2009 10:37 AM</p>

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Registered Nurse	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Demonstrate physical assessment on a postpartum patient and on a non-obstetric patient in a simulated setting	Skill Check-Off	ISLO1, 2
Outcome 2: Demonstrate appropriate and safe technique for intravenous insertion in a lab or simulated setting	Skill Check-Off	ISLO1,2,3,4
Outcome 3: Plan, develop, and demonstrate a patient education session.	Skill Check-Off, Rubric	ISLO1,2,4,5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: NS121: Nursing Skills Lab II Date: 6/18/09
2. People involved in summarizing and evaluating data	Donna Davis, Rosalba Jepson
3. Data Results Briefly summarize the results of the data you collected.	<p>Data for all 3 outcomes were collected on all students enrolled in the NS121 course for F09. There were 3 classes in which students were enrolled, but all were co-taught by the 3 instructors.</p> <p>Outcome 1: Of students completing this course, all were able to achieve a score of 7.5 or greater out of 10 (5 for obstetric, 5 for adult/peds). Of the 7 students who did not complete the semester, 2 required 2 attempts to pass the check-off as opposed to 1 of the other 26 students.</p> <p>Outcome 2: All students were able to demonstrate correct technique at starting an IV on a lab partner. This was determined by observation of students and scored as 5 of 5 on a skills check-off score sheet. This was required prior to performing this skill in a hospital situation.</p> <p>Outcome 3: Students worked in groups of 2-4 to present information on (1) reproductive health and (2) obstetric problems. Students received up to 5 points/presentation for a total possible score of 10. All students met the standard of a minimum of 7.5 of the 10 points based on creativity, evidence of research, knowledge level, and submission of questions related to the topics.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Outcome 1: Evaluation criteria of assessment skills need to be refined and tightened to increase objectivity in grading and increase student accountability.</p> <p>Outcome 2: Students will continue to be evaluated on this skill prior to hospital care. No specific change is planned.</p> <p>Outcome 3: Because new skills have been added to those already taught in this course, presentations may become a one-time assignment instead of 2 separate assignments. Almost all students received points equivalent to an "A" on this assignment. Standards will be tightened to better reflect the work being done.</p> <p><u>**Will this include a change to the curriculum (i.e. course outline)? <u>Yes as we need to add in new skills based on additions to this semester's required skills.</u></u></p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process,	We plan to keep these 3 outcomes as these have been identified as priority goals for this semester. Faculty will improve grading criteria to more clearly differentiate levels of performance.

SLO to student)? If so, h	
After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Registered Nurse	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Determine actual and potential problems of the maternity cycle and appropriate nursing responses to restore and promote health.	ATI exam: Score at or above Level 1	ISLO 2, ISLO4
Outcome 2: Plan, implement, and evaluate nursing care of adult and/or pediatric patients with common problems of the respiratory, surgical, and/or reproductive systems.	Clinical Evaluation Tool section on Implementation of the Nursing Process	ISLO1,2,3,4
Outcome 3: Demonstrate safe medicine administration by the intravenous route in a simulated or clinical setting.	Clinical Evaluation Tool section on Safe Practice	ISLO1,2,3,4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: NS125: Nursing Process and Application II Date: 6/18/09</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Donna Davis, Rosalba Jepson, Terrie Sullivan</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>All three outcomes are based on data from the entire 2nd semester RN class and data was collected by the 3 instructors teaching this course.</p> <p>Outcome 1: Students could take 2 versions of the ATI Maternity exam to attempt scoring at or above Level 1 which is considered minimum proficiency expectations in this content area based on national standards. Of 29 students, 28 attained at least this level. One student withdrew from the class after not attaining Level 1 on the ATI after 2 attempts and having failed several class quizzes. Three students scored at Level 3 which is the highest level and 23 scored at Level 2 which exceeds minimum competencies in this topic.</p> <p>Outcome 2: Of the students who completed the semester, all met or exceeded the score of 15 out of 20 points based on 2 10-point evaluations of care plans and utilization of the nursing process in the care of patients. Five students withdrew and two failed at the end of the semester.</p> <p>Outcome 3: Of the students who completed the semester, all met or exceeded the score of 15 out of 20 points based on 2 10-point evaluations of safe practice in the administration of medications in the clinical setting. Five students withdrew and two failed at the end of the semester.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Outcome 1: This assignment is required based on the ADRN Student Handbook and allows measurement of our students against those in schools throughout the country. We will continue with this SLO.</p> <p>Outcome 2: No change</p> <p>Outcome 3: No change</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>Outcomes will continue as these are priorities in providing nursing care in the clinical setting. The clinical evaluation tool has been reviewed and agreed upon by the faculty to continue its usage in F09.</p> <p style="text-align: right;">6/18/2009 12:09 PM</p>

6. After-Thoughts

Feel free to celebrate,
comment, or otherwise
discuss the process.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer "Yes" or "No" to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year's syllabus.
6. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

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Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Nursing - VN	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Explain importance of the principles of asepsis and body mechanics in the care of patients	Clinical Evaluation Tool	ISLO 2
Outcome 2:		

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***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number & Date of Assessment Cycle Completion	<p>Course: VN 110 Date: 6-15-09</p>
2. People involved in summarizing and evaluating data	<p>Sue Higgins, Craig Luoma, and Tina Aguirre</p>
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: 15 out of 15 students met the highest level on the Clinical Evaluation Tool specific to this SLO.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>We have worked on some SLO revisions and plan implement revisions and new SLO when VN 110 is repeated – ~18 months from now.</p> <p>No curriculum change required at this time.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>The students were given a copy of the SLO and the Clinical Evaluation Tool at the beginning of the semester.</p> <p>Vocational Nursing programs require multiple objectives for each course and clinical sessions. This SLO reflected a combination of some of the course objectives.</p>
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<p>Considering the required course, clinical, and program objectives, SLOs can seem to be redundant.</p>

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Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Nursing – VN	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Identify and document nutritional needs in deviations from health with respect to age, culture, and disease process	Clinical Evaluation Tool	ISLO 2, ISLO 3
Outcome 2:		

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***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number & Date of Assessment Cycle Completion	Course: VN 112 Date: 6-15-09
2. People involved in summarizing and evaluating data	Sue Higgins, Craig Luoma, and Tina Aguirre
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: 17 out of 18 students met the highest level on the Clinical Evaluation Tool specific to this SLO. 1 Student achieved and 84%. The class aggregate for this SLO is 99% compliance.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	We plan to continue with the current SLO and consider adding an additional SLO when VN 112 is repeated – 18 months from now. No curriculum change required at this time. **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The students were given a copy of the SLO and the Clinical Evaluation Tool at the beginning of the semester. Vocational Nursing programs require multiple objectives for each course and clinical sessions. This SLO reflected a combination of some of the course objectives.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	Considering the required course, clinical, and program objectives, SLOs can seem to be redundant.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
	Agricultural Crop Science Agriculture Business Management

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify relevant safety information applicable to the topic of agriculture pest control. Student will then use this information to develop and demonstrate a knowledge and practical foundation base for the safe and effective methods of chemical use and storage. Students will demonstrate this through oral presentation in class and will include such topics as variations in product use based on local, state, national and international regulations.	A rubric will be used to evaluate the quality and clarity of communication as well as the accuracy of diagrams and mathematical calculations.	ISLO1 ISLO2 ISLO3 ISLO4 ISLO5

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Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: AG 80 Date: Spring 2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>6</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Students were encouraged to participate in discussion of salient material during lecture presentation in an effort to get them accustomed to sharing ideas and analysis of material. Students worked to actively participate in the discussion by adding personal accounts of relevant experiences garnered from past and current professional activities.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Assignment of students to go out into the community to identify properties with odd shapes and dimensions to use for application work ups.</p>
<p>5. Next Year Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>This process is effective but, foreign to most of the students. They are not used to being an active part of the discussion in classes that are traditionally a lecture based presentation. It does take a measured degree of encouragement to get them to open up and engage however, I am confident that this exercise is of value to them in their future academic and professional interactions. The demographics of this class, including the fact that some were students that have taken previous classes from me made the process of interaction develop more quickly.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>I feel that this method and activity is of value and that students would be more willing to become engaged in the "interactive" modality if it were more commonly included in other classes that they take. It is my hope that more faculty will adopt this technique for at least part of their "instructional tool box".</p> <p align="right">6/15/2009 11:28 AM</p>

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2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.
5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
AGRICULTURAL BUSINESS MANAGEMENT AGRICULTURAL SCIENCE GENERAL SCIENCE UNIVERSITY STUDIES	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify relevant scientific information applicable to a topic of agriculture to be chosen by the student. Student will then use this information to develop an informed position. This position will then be presented in the form of a position paper with citations or may be demonstrated by an oral presentation.	A rubric will be used to evaluate the quality of the selected source material, the clarity of communication & the relevance of the selected topic.	Information Literacy Communication Personal Accountability & Global Awareness

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1. Course Number & Date of Assessment Cycle Completion	Course: ENV/AG 110 Date: Spring 2009
2. People involved in summarizing and evaluating data	125
3. Data Results Briefly summarize the results of the data you collected.	Students were encouraged to participate in discussion of salient material during lecture presentation in an effort to get them accustomed to sharing ideas and analysis of material. The in class aspect of this exercise was preparatory to the assigned group presentation that they gave to their peers on a collaborative effort that reported on an environmental/agriculture issue of interest and concern. As the semester progressed student participation also increased. The end product of presentations was adequate to demonstrate that the students did benefit from outside research of peer reviewed materials and were able to use this information to augment the class lecture/discussion material to present a clear picture of various problems, hypothesized causes, and potential solutions.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Assigned responses from the first day so that students will be required to engage to an even greater extent and therefore further their acquisition and/or development of the necessary tools to excel further with this assignment.
5. Next Year Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	This process is effective but, foreign to most of the students. They are not used to being an active part of the discussion in classes that are traditionally a lecture based presentation. It does take a measured degree of encouragement to get them to open up and engage however, I am confident that this exercise is of value to them in their future academic and professional interactions.

6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.

I feel that this method and activity is of value and that students would be more willing to become engaged in the "interactive" modality if it were more commonly included in other classes that they take. It is my hope that more faculty will adopt this technique for at least part of their "instructional tool box".

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer "Yes" or "No" to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year's syllabus.
6. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
AGRICULTURAL BUSINESS MANAGEMENT AGRICULTURAL SCIENCE	Agricultural Crop Science Agriculture Business Management

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify relevant scientific information applicable to a topic of agriculture to be chosen by the student. Student will then use this information to develop an informed position. This position will then be presented in the form of a position paper with citations or may be demonstrated with a class notebook specific to crops and pests.	A rubric will be used to evaluate the quality of the selected source material, the clarity of communication & the relevance of the selected topic.	ISLO1 ISLO2 ISLO3 ISLO4 ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: AG 170 Date: Spring 2009
2. People involved in summarizing and evaluating data	15
3. Data Results Briefly summarize the results of the data you collected.	Students were encouraged to participate in discussion of salient material during lecture presentation in an effort to get them accustomed to sharing ideas and analysis of material. Most students opted to prepare and present to their peers a notebook that was designed to be retained by the student as a "personal field guide". This lab notebook was assembled in a manner that will allow the student easy reference to key out and identify common plant insect pests by crop type. It also contained both conventional control measures as well as parasitic insects that could be used as part of an organic approach to insect control.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Assigned responses from the first day so that students will be required to engage to an even greater extent and therefore further their acquisition and/or development of the necessary tools to excel further with the first part of the assignment this assignment.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	This process is effective but, foreign to most of the students. They are not used to being an active part of the discussion in classes that are traditionally a lecture based presentation. It does take a measured degree of encouragement to get them to open up and engage however, I am confident that this exercise is of value to them in their future academic and professional interactions.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the	I feel that this method and activity is of value and that students would be more willing to become engaged in the "interactive" mode if it were more commonly included in other classes that they take. It is my hope that more faculty will adopt this technique for at least part of their

process.	"instructional tool box".
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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer "Yes" or "No" to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year's syllabus.
6. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
AGRICULTURAL BUSINESS MANAGEMENT AGRICULTURAL SCIENCE	Agricultural Crop Science Agriculture Business Management

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique; and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Identify relevant scientific information applicable to a topic of agriculture to be chosen by the student. Student will then use this information to develop an informed position. This position will then be presented in the form of a position paper with citations or may be demonstrated with a class notebook specific to crops and pests.	A rubric will be used to evaluate the quality of the selected source material, the clarity of communication & the relevance of the selected topic.	ISLO1 ISLO2 ISLO3 ISLO4 ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

.. Course Number & Date of Assessment Cycle Completion	Course: AG 230 Date: Spring 2009
2. People involved in summarizing and evaluating data	4
3. Data Results Briefly summarize the results of the data you collected.	Students were encouraged to participate in discussion of salient material during lecture presentation in an effort to get them accustomed to sharing ideas and analysis of material. Most students opted to prepare and present to their peers a notebook that was designed to be retained by the student as a "personal field guide". This lab notebook was assembled in a manner that will allow the student easy reference to key out and identify common plant insect pests by crop type. It also contained both conventional control measures as well as parasitic insects that could be used as part of an organic approach to insect control.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Assigned responses from the first day so that students will be required to engage to an even greater extent and therefore further their acquisition and/or development of the necessary tools to excel further with the first part of the assignment this assignment.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	This process is effective but, foreign to most of the students. They are not used to being an active part of the discussion in classes that are traditionally a lecture based presentation. It does take a measured degree of encouragement to get them to open up and engage however, I am confident that this exercise is of value to them in their future academic and professional interactions.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the	I feel that this method and activity is of value and that students would be more willing to become engaged in the "interactive" model if it were more commonly included in other classes that they take. It is my hope that more faculty will adopt this technique for at least part of their

process.

"instructional tool box".

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer "Yes" or "No" to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year's syllabus.
6. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Science, Mathematics & Engineering

Course Number/Title or Program Title: ASTR 100: Principles of Astronomy

Contact Person/Others Involved in Process: Lead: Russell Lavery Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Find, at the internet site <i>APOD</i> , three astronomical images. Then describe in their own words and explain why the images are of interest.	Grading rubric	ISLO1, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

Course Number & Date of Assessment Cycle Completion	Course: ASTR 100 Date: Spring 2009
2. People involved in summarizing and evaluating data	Russell J. Lavery , Kevin G. Marty, Bruce Seivertson
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Approximately 5% of students did not complete assignment..</p> <p style="padding-left: 40px;">Unable to determine if this was due to lack of internet skills.</p> <p>Outcome 2: Large majority of students were able to follow basic instructions.</p> <p style="padding-left: 40px;">Median grade: 7 / 10</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	No changes to course curriculum will be made. Will make note is assignment that students can get asistnace in their writing assignments by visiting the writing lab.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Will provide more details on the grading scale in assignment description.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	Rubric for SLO was in my head and is now on paper.

5/15/2009 1:18 PM

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Science, Math and Engineer

Course Number/Title or Program Title: Biology 90 – Anatomy & Physiology

Contact Person/Others Involved in Process: Lead: Rosalba Jepson Others: Uneetha Thomas

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
LVN, EMT	

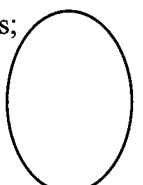
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
The student will present an oral and written report integrating concepts of anatomy and physiology on a biomedical issue affecting the human body.	Rubric Assessment	ISLO 1, ISLO 2, ISLO 4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness



BIO-90 Anatomy & Physiology
Oral & written Presentation Evaluation Rubric

Objective Outcome	Rubric Score	Evidence of Outcomes Achieved	Score
1. Articulate, identify, and evaluate anatomy & physiology concepts by integrating current biomedical issues that impact human health. (50 points)	8 12 12 10 8	1. Human health issue is identified and clearly articulated. 2. Topic is related to current research; includes statistical data on prevalence and mortality impacting society. 3. Describes the anatomy and physiology portion of the human body system affected by the health issue/problem 4. A proposed solution(s) is/are addressed in terms of current medical research, practice and technology used to resolve the health problem. 5. The project addresses ethical issues unique to the subject.	
2. Prepare effective written materials. (15 points)	5 5 5	1. Written format is appropriately typewritten in APA / MLA format, including cover-page and reference page. 2. Contents of biological issue is organized, with proper grammar and spelling. 3. All citations and hyperlinks are appropriately referenced so that there are no copyright infringements. <u>NO plagiarism</u>	
3. Prepare effective oral presentation (25 points)	3 12 3 4 3	1. 15 minute presentation does presented on scheduled date. 2. Discusses relevant topic of written paper: biological issue impacting society integrated with concepts of anatomy & physiology, prevalence, research, resolution of issue and ethical impact. 3. Information presented is organized and flows smoothly. Speaks clearly; eye contact on audience (does not read presentation). 4. Presentation is creative, uses audiovisual aids; such as power- point, poster board, transparencies, handouts, etc. 5. Responsive to questions from audience	
		Total Points	

- Institutional Student Learning Outcomes:**
- ISLO 1 - Communication skills**
 - ISLO 2 - Critical Thinking Skills**
 - ISLO 3 - Personal Responsibility**
 - ISLO 4 - Information Literacy**
 - ISLO 5 - Global Awareness**

Imperial Valley College
Institutional Student Learning Outcomes:
ISLO 1 - Communication skills
ISLO 2 - Critical Thinking Skills
ISLO 3 - Personal Responsibility
ISLO 4 - Information Literacy
ISLO 5 - Global Awareness

Student Learning Outcomes Evaluation for BIOLOGY 90 - FALL 2008

Evaluator: Rosalba Jepson MSN, RN

The goal for the SLO was to evaluate learning outcomes from students who completed the BIO 90 course. Students presented an oral and written report on a biological issue impacting human health. Students were assessed on the knowledge of a health issue by integrating anatomy and physiology concepts. Three of the five institutional student learning outcomes were evaluated and measured by a rubric scale.

- ISLO 1 - Communication skills
- ISLO 2 - Critical Thinking Skills
- ISLO 4 - Information Literacy

Student Learning Outcome: The student will present an oral and written report integrating concepts of anatomy and physiology on a biomedical issue affecting the human body.		
ISLO	Evidence of Outcomes Achieved	Outcome
ISLO 1 Communication skills	Ability to communicate an oral presentation of a relevant topic. Ability to speak clearly, keep eye contact with audience and not reading presentation. Ability to respond adequately to relevant questions from the audience.	64% - outcomes met 36.% - partially met. Students read material.
ISLO 2 Critical Thinking Skills	Ability to integrate anatomy and physiology concepts with a health issue related to current research. Uses research information to identify resolutions, local or global organization and technology utilized to resolve the health issue. Demonstrates knowledge of subject during oral presentation by not reading material and providing adequate responses to questions from the audience. Utilizes teaching tools.	92% - demonstrated knowledge of subject 71% - mastered concepts anatomy and physiology. 85% - integrated impact on society with resolution to health problem 92% - utilized teaching tools.
ISLO 4 Information Literacy	Paper written in APA or MLA format with appropriate grammar, spelling and citations. Appropriate references attached. Ability to read and utilize research findings relevant to topic.	92% - demonstrated ability to read and utilize research findings. <u>APA/ MLA</u> 78% - lack proper citations 7% - lack references 14% - inadequate grammar

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Behavioral Science	Field Archaeology
General Science	
Liberal Studies – General Option	
University Studies	

Does course satisfy a community college GE requirement(s)? Yes No N/A

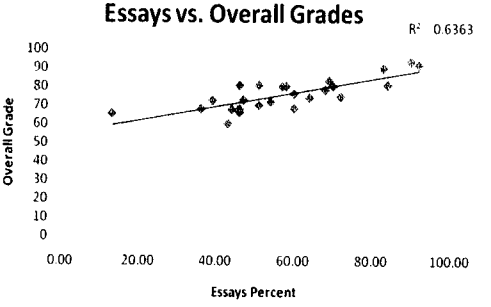
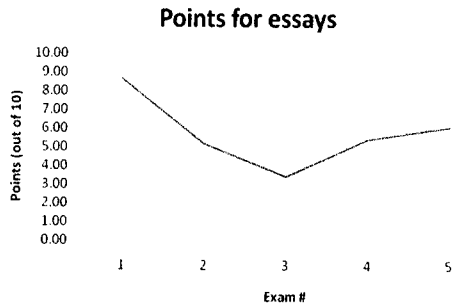
If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input checked="" type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Respond to critical thinking applications of biological scenarios.	Grading rubric	ISLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

<p>1. Course Number</p>	<p>BIOL100 – Principles of Biological Science</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Daniel Gilison, Andrew Chien</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Daniel Gilison's data:</p> <div style="display: flex; justify-content: space-around;">   </div> <p>I used critical thinking essay questions (worth 10 points each) on 5 exams throughout the semester. The graph on the left shows the percentage of points that a student earned as compared to that student's final grade in the class. There is a strong positive correlation between the scores on the essays and the overall grade. This shows that the questions that I am asking on the exams are good predictors of how students will do overall in the class. The graph on the right shows the average score, out of 10 possible points, on the essay question for each of the 5 exams. The average score over all the exams was a 5.77 out of 10 points.</p> <p>Andrew Chien's data:</p> <p>Critical thinking---on a 100 point scale. I will score the class average as a low 70's –score 73 points. Based on the 100 point research paper. 10 pages with at least 3 bibliography.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Daniel Gilison:</p> <p>Based on my data, I plan to make a few changes in my course. Scores on the exam 3 essay were fairly low (3.44 out of 10 average) compared to the other essay scores because that particular essay was designed to be very difficult. Scores on the exam 1 essay were fairly high (8.68 out of 10 average) compared to the other essay scores because that essay question was relatively simple. One change that I plan to make is to have only 4 exams instead of 5. Right now, I cover 3 chapters per exam, but next semester I plan to cover 4 chapters per exam. This will break up the most difficult topics over two exams, instead of them being all on one exam, which could allow students to have more time to study these topics and perform better on the exam questions. I do not plan to change the questions that I have already written, but because I'm only have 4 exams, I do plan on including another essay question on each exam, and more multiple-choice questions as well.</p> <p style="text-align: right;">6/29/2009 3:18 PM</p>

	<p>Andrew Chien:</p> <p>None this year. I will continue to require the students to do a research paper on a biology topic with my approval.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>No.</u></p>
<p>5. Next Year (Optional) Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>Daniel Gilison:</p> <p>I will have to wait until the end of the next semester to see if my changes are useful for the students.</p> <p>Andrew Chien:</p> <p>Not sure, but I will not be changing the assessment tool as of yet.. Main problem for the paper is not the scientific data part but the communication part, the English. Poor spelling, grammar and overall rough reading for a majority of the participants.</p>
<p>6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>I'm not exactly sure how to integrate the data from different instructors teaching the same class. We use different assessment tools to collect data for our SLO, so there was really no good method to combine the data together smoothly.</p>

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc.

You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This is optional but may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to have SLO(s) completed early and included on next year’s syllabus.
6. This is another optional question. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Information Literacy	Research paper and class oral presentation	ISOL 4
Outcome 2: Global Awareness	Research paper and oral class presentation	ISOL 5
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Biol 120 Course: Date: Students have the whole semester to do research, compose and write the written report on a particular animal. They turn the paper to me the last week before finals.</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Andrew Chien</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: On a scale of 1-10. I will give a 6. Most students only used the bare minimum number of references-three. Only 3/16 uses more than three sources.</p> <p>Outcome 2: On a scale of 10 I will give a 8. I am satisfied with the majority. Most described where the specific species are found, or where it used to be endemic but the range has shrunk.</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>I may increase the minimum source required. They need opinions from more than 3 writers.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing LO to student)? If so, how?</p>	<p>I would say it is effective. I may increase the reference sources from 3 to 4.</p>

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
General Science	
Life Science	
University Studies	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input checked="" type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Research paper on a particular animal species. How well does the student communicate the findings –written and oral. Student expected to present the paper to the whole class.	rubric	ISLO 1
Outcome 2: How well does the student incorporate the date from various source and come up with their own unique understandings. Know the right source to obtain the information.	Rubric	ISLO 4
Outcome 3: Student has to research where the animal is endemic to. Are they spreading their range or are they getting endangered.	Rubric	ISLO 5

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

Course Number & Date of Assessment Cycle Completion	Course: Biol 120 General Zoology Date: 4/9/09
2. People involved in summarizing and evaluating data	Andrew Chien
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: Average score of 6/10 Outcome 2: 5/10 Outcome 3: 7/10
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Clarify the scoring rubric better **Will this include a change to the curriculum (i.e. course outline)? <u>NO</u>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<div style="text-align: right;">4/9/2009 4:42 PM</div>

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
General Science	
Life Science	
University Studies	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Answer exam questions that deal with critical thinking problem solving dealing with population genetics and other topics.	Short-answer exam questions	ISLO2, ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number

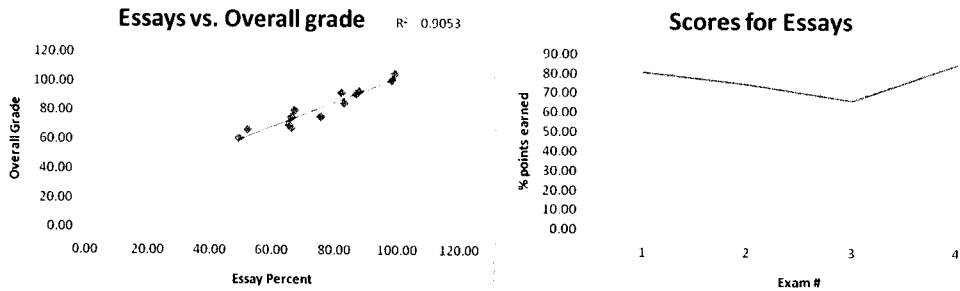
BIOL150 – Human Genetics

2. People involved in summarizing and evaluating data

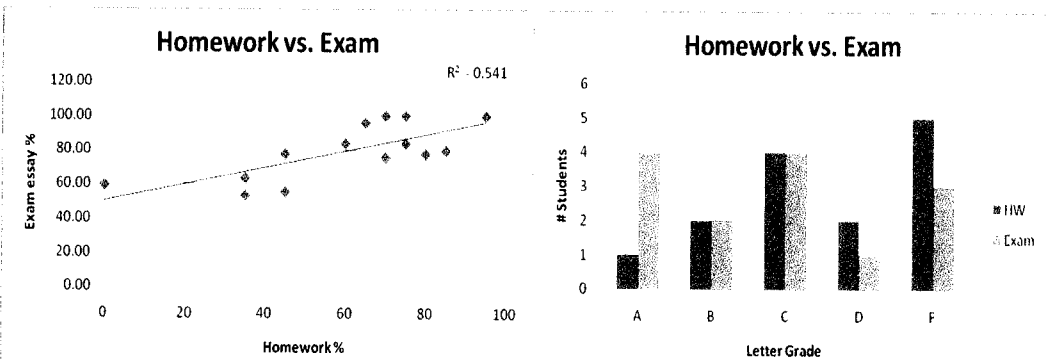
Daniel Gilison

3. Data Results

Briefly summarize the results of the data you collected.



For the above data dealing with ISLO2, I combined all of the points each individual student earned on the essay questions for the four exams. Because there were different amounts of points for the essays for each exam (20, 40, 30 and 16 points for exams 1, 2, 3, and 4, respectively), I decided to combine the total points earned, and determined the percentage. I compared that data to the student's overall class grade. The linear regression shows a strong positive correlation, showing that student success on the critical thinking essay questions on the exams is correlated with their overall grade in the class. On the right, I showed the average percentage of points on the essay questions that the students earned for each exam. On average, students earned approximately 75% of the possible essay question points over all 4 exams. There was a slight dip in scores for the essays in exams 2 and 3, which is probably due to more difficult concepts and calculations being tested. To ensure that there was no bias in the data due to students dropping the class, I only used data from students that were enrolled for the entire semester.



For the above data dealing with ISLO5, I compared how the students did on a homework dealing with population genetics to exam questions on exam 3 dealing with the same topic. I compared the percentage on their homework (out of 20 points) to the percentage on the population genetics questions on the exam (out of 49 points) on the graph on the left. There is a positive correlation between homework and exam scores. On the right, I graphed the grade distribution on the homework versus the grade distribution on the population genetics questions on exam 3. While most students did poorly on the homework, their ability to answer

	<p>population genetics questions improved on the exam. To ensure that there was no bias in the data due to students dropping the class, I only used data from students that were enrolled for the entire semester.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>ISLO2: Apparently, the critical thinking essay questions on all of my exams are good predictors of how the students will do overall in the class. I could go over more examples of the more complicated problems that they would have to solve, but I do give the students homework assignments that feature very similar sorts of questions that test critical thinking skills. Perhaps I could either emphasize the importance of spending quality time doing the homework, or give them more time to complete the homework (right now they get the homework on Thursday and it is due on Tuesday), although most students probably would not use the additional time given.</p> <p>ISLO5: Scores were pretty low on the initial homework (60% average) but improved on similar population genetics questions on exam 3 (79% average). This shows that the students used the homework questions to prepare for the exam. However, they should have spent more time on the homework in the first place. I think that most students make the mistake in not knowing how to start off the problem. Perhaps by spending more time in lecture showing how to start these problems, students can improve their homework score, which would improve their exam score. I plan on changing my SLO identification form for BIOL150 to include ISLO3, personal responsibility.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>No.</u></p>
<p>5. Next Year (Optional)</p> <p>Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	
<p>6. After-Thoughts (optional)</p> <p>Feel free to celebrate, vent, or otherwise discuss the process.</p>	

The ASSESSMENT CYCLE: Closing the Assessment Loop

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1. Please list the course number. In case page 1 is separated from page 2, this will help with organization.

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3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
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Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This is optional but may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to have SLO(s) completed early and included on next year’s syllabus.
6. This is another optional question. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

Department Name: Science, Math, and Engineering

Course Number/Title or Program Title: BIOL150 – Human Genetics

Contact Person/Others Involved in Process: Lead: Daniel Gilison Others: Tom Morrell

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
General Science	
Life Science	
University Studies	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
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<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Answer exam questions that deal with critical thinking problem solving dealing with population genetics and other topics.	Short-answer exam questions	ISLO2, ISLO5

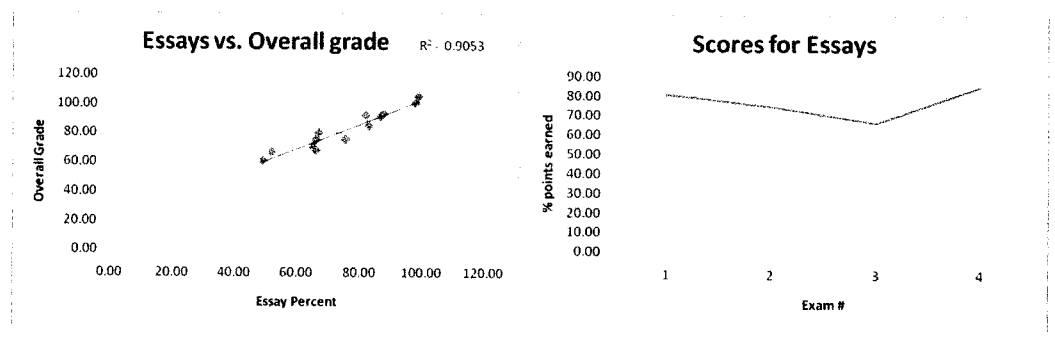
Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

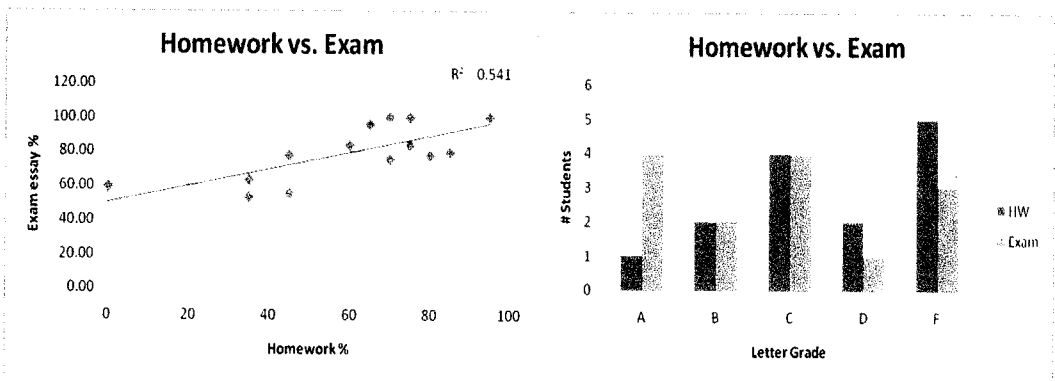
1. Course Number BIOL150 – Human Genetics

2. People involved in summarizing and evaluating data Daniel Gilison

3. Data Results
Briefly summarize the results of the data you collected.



For the above data dealing with ISLO2, I combined all of the points each individual student earned on the essay questions for the four exams. Because there were different amounts of points for the essays for each exam (20, 40, 30 and 16 points for exams 1, 2, 3, and 4, respectively), I decided to combine the total points earned, and determined the percentage. I compared that data to the student's overall class grade. The linear regression shows a strong positive correlation, showing that student success on the critical thinking essay questions on the exams is correlated with their overall grade in the class. On the right, I showed the average percentage of points earned on the essay questions that the students earned for each exam. On average, students earned approximately 75% of the possible essay question points over all 4 exams. There was a slight dip in scores for the essays in exams 2 and 3, which is probably due to more difficult concepts and calculations being tested. To ensure that there was no bias in the data due to students dropping the class, I only used data from students that were enrolled for the entire semester.



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	<p>population genetics questions improved on the exam. To ensure that there was no bias in the data due to students dropping the class, I only used data from students that were enrolled for the entire semester.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>ISLO2: Apparently, the critical thinking essay questions on all of my exams are good predictors of how the students will do overall in the class. I could go over more examples of the more complicated problems that they would have to solve, but I do give the students homework assignments that feature very similar sorts of questions that test critical thinking skills. Perhaps I could either emphasize the importance of spending quality time doing the homework, or give them more time to complete the homework (right now they get the homework on Thursday and it is due on Tuesday), although most students probably would not use the additional time given.</p> <p>ISLO5: Scores were pretty low on the initial homework (60% average) but improved on similar population genetics questions on exam 3 (79% average). This shows that the students used the homework questions to prepare for the exam. However, they should have spent more time on the homework in the first place. I think that most students make the mistake in not knowing how to start off the problem. Perhaps by spending more time in lecture showing how to start these problems, students can improve their homework score, which would improve their exam score. I plan on changing my SLO identification form for BIOL150 to include ISLO3, personal responsibility.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>No.</u></p>
<p>Next Year (Optional)</p> <p>Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	
<p>6. After-Thoughts (optional)</p> <p>Feel free to celebrate, vent, or otherwise discuss the process.</p>	

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4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This is optional but may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to have SLO(s) completed early and included on next year’s syllabus.
6. This is another optional question. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

1. Course Number	BIOL180
2. People involved in summarizing and evaluating data	Daniel Gilison, Tom Morrell
3. Data Results Briefly summarize the results of the data you collected.	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>ISLO1</p> </div> <div style="text-align: center;"> <p>ISLO2</p> </div> </div> <p>For ISLO1, I used the "Overall Quality" section of the rubric, with grades based on the format of the lab reports and things such as spelling and grammatical errors. There is a maximum of 2 points for this section. For each lab report, I took the average of all students' scores on that section, and converted it into a percentage, shown in the graph.</p> <p>For ISLO2, I used the "Discussion" section of the rubric, with grades based on the ability to understand the experiments and properly analyze the data. There is a maximum of 4 points for this section. For each lab report, I took the average of all students' scores on that section, and converted it into a percentage, shown in the graph.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Scores were lowest at the beginning due to some 0's given for plagiarism. Perhaps I can be clearer in what plagiarism means at the beginning of the semester. Overall, there was an increase in scores throughout the semester, showing that students were accomplishing the goals that were set out for them. Students were given the lab report rubrics at the beginning of the semester, and the graded rubrics for each lab report, so they knew what to expect, how the reports would be graded, and where they lost points for submitted lab reports.</p> <p>Because the lab reports vary in difficulty throughout the semester, I would not expect to see a general trend in grades. Because I do see a general increase in grades throughout the semester shows that I am being successful in teaching students how to critically think about and analyze data from their laboratory activities that they are doing.</p> <p style="text-align: right;">3/24/2009 4:51 PM</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>No.</u></p>

<p>5. Next Year (Optional) Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	
<p>6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.</p>	

The ASSESSMENT CYCLE: Closing the Assessment Loop

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Then, answer "Yes" or "No" to the curriculum question – no explanations required but please answer the question.

5. This is optional but may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to have SLO(s) completed early and included on next year's syllabus.
6. This is another optional question. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Display critical thought related to topics in human anatomy and physiology using written forms of expression and examination.	Exams and quizzes	ISLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: BIOL 200 Date: Fall 08																																													
2. People involved in summarizing and evaluating data	Tom Morrell Daniel Gilison																																													
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Exam 1</th> <th>Outer Ear</th> <th>Middle Ear</th> <th>Inner Ear</th> <th>Pressure Waves</th> <th>Overall Quality</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Mean</td> <td>1.6</td> <td>1.5</td> <td>4.6</td> <td>5.5</td> <td>1.4</td> <td>14.5</td> </tr> <tr> <td>St. Dev.</td> <td>0.4</td> <td>0.7</td> <td>3.5</td> <td>4.2</td> <td>1.1</td> <td>9.9</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Exam 5</th> <th>Epidermis</th> <th>Basement Membrane</th> <th>Dermis</th> <th>Sub-Q</th> <th>Bone</th> <th>Overall Quality</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Mean</td> <td>3.0</td> <td>0.1</td> <td>2.3</td> <td>0.6</td> <td>2.6</td> <td>1.4</td> <td>10.4</td> </tr> <tr> <td>St. Dev.</td> <td>3.0</td> <td>0.4</td> <td>0.0</td> <td>0.7</td> <td>1.1</td> <td>0.0</td> <td>2.1</td> </tr> </tbody> </table> <p>The results (table) represent the averages (\pm SD) for each assessment category (points possible) of a rubric for a critical thought essay question. Standard deviations indicate student scores were variable</p>	Exam 1	Outer Ear	Middle Ear	Inner Ear	Pressure Waves	Overall Quality	Score	Mean	1.6	1.5	4.6	5.5	1.4	14.5	St. Dev.	0.4	0.7	3.5	4.2	1.1	9.9	Exam 5	Epidermis	Basement Membrane	Dermis	Sub-Q	Bone	Overall Quality	Score	Mean	3.0	0.1	2.3	0.6	2.6	1.4	10.4	St. Dev.	3.0	0.4	0.0	0.7	1.1	0.0	2.1
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<p>Will you change the outcome/ assessment next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>Please provide the results of empirical controlled studies that have been published in peer-reviewed science or education journals that provides evidence that SLOs improve student learning or teaching effectiveness. Also, could an SLO "expert" please critically review my submission and provide feedback related to this document that would help me improve my teaching skills.</p>

The ASSESSMENT CYCLE: Closing the Assessment Loop

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1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
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Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

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IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input checked="" type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Display critical thought related to key concepts in human anatomy and physiology using written forms of expression and examination.	Final Exam	ISLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

	<p>**Will this include a change to the curriculum (i.e. course outline)? <u> NO </u></p>
<p>5. Next Year Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>I do not think I will alter the SLO for next year because the concepts I chose are still what I consider key concepts for such a course. I may try a different way to assess their understanding and thinking skills.</p>
<p>b. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>Please provide the results of empirical controlled studies that have been published in peer-reviewed science or education journals that provides evidence that SLOs improve student learning or teaching effectiveness. Also, could an SLO "expert" please critically review my submission and provide feedback related to this document that would help me improve my teaching skills.</p>

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IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form



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 Department Name:

Course Number/Title or Program Title:

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|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Display critical thought related to topics in Human Anatomy using written forms of expression and examination.	Exams and quizzes	ISLO2
Outcome 2:		
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Course Number & Date of Assessment Cycle Completion	Course: BIOL 204 CRN 10270 & CRN 10269 Date: Fall 2008																																													
2. People involved in summarizing and evaluating data	Tom Morrell/ Daniel Gilison																																													
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1:</p> <p>The results (table) represent the averages (\pm SD) for each assessment category (points possible) of a rubric for a critical thought essay question. Standard deviations indicate student</p> <table border="1" data-bbox="300 840 1567 1197"> <thead> <tr> <th>Exam# (section)</th> <th>Epidermis (5)</th> <th>Basement Membrane (1)</th> <th>Dermis (5)</th> <th>Sub-Q (2)</th> <th>Bone (5)</th> <th>Overall Quality (2)</th> <th>Score (20)</th> </tr> </thead> <tbody> <tr> <td>1 (1)</td> <td>3.2 (1.1)</td> <td>0.0</td> <td>1.8 (1.4)</td> <td>0.6 (0.6)</td> <td>1.5 (1.2)</td> <td>0.9 (0.3)</td> <td>8.0 (3.1)</td> </tr> <tr> <td>1 (2)</td> <td>3.2 (1.2)</td> <td>0.0</td> <td>2.5 (1.0)</td> <td>0.5 (0.2)</td> <td>2.3 (0.4)</td> <td>1.1 (0.1)</td> <td>9.7 (2.7)</td> </tr> </tbody> </table> <table border="1" data-bbox="300 1050 1567 1197"> <thead> <tr> <th>Exam</th> <th>Outer Ear (2)</th> <th>Middle Ear (2)</th> <th>Inner Ear (6)</th> <th>Pressure Waves (8)</th> <th>Overall Quality (2)</th> <th>Score (20)</th> </tr> </thead> <tbody> <tr> <td>5 (1)</td> <td>1.5 (0.3)</td> <td>1.3 (0.3)</td> <td>4.1 (1.4)</td> <td>4.4 (1.4)</td> <td>1.6 (0.3)</td> <td>12.8 (4.8)</td> </tr> <tr> <td>5 (2)</td> <td>1.7 (0.4)</td> <td>8.8 (0.4)</td> <td>2.8 (0.4)</td> <td>1.9 (1.8)</td> <td>1.8 (0.7)</td> <td>14.9 (4.5)</td> </tr> </tbody> </table> <p>scores were variable.</p>	Exam# (section)	Epidermis (5)	Basement Membrane (1)	Dermis (5)	Sub-Q (2)	Bone (5)	Overall Quality (2)	Score (20)	1 (1)	3.2 (1.1)	0.0	1.8 (1.4)	0.6 (0.6)	1.5 (1.2)	0.9 (0.3)	8.0 (3.1)	1 (2)	3.2 (1.2)	0.0	2.5 (1.0)	0.5 (0.2)	2.3 (0.4)	1.1 (0.1)	9.7 (2.7)	Exam	Outer Ear (2)	Middle Ear (2)	Inner Ear (6)	Pressure Waves (8)	Overall Quality (2)	Score (20)	5 (1)	1.5 (0.3)	1.3 (0.3)	4.1 (1.4)	4.4 (1.4)	1.6 (0.3)	12.8 (4.8)	5 (2)	1.7 (0.4)	8.8 (0.4)	2.8 (0.4)	1.9 (1.8)	1.8 (0.7)	14.9 (4.5)
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4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>I had a higher percentage of students scoring A's and B's in BIOL 204 than in either of the sections used to generate these data above. Interestingly, during the semester with a higher percentage of higher grades I did not use SLOs. Based on these meager data which used pseudoreplication it appears SLOs hampered student learning. Student scores were higher on exam 5 than exam 1 for two reasons: 1) exam 5 scores does not include the multitude of poor student who dropped the course prior to exam 5 (i.e., poor student scores were not incorporated into test 5 data), and 2) on exam 5 students were given the essay question prior to test day, whereas on exam 1 the student were not privy to the question prior to the exam.</p>																																													

	**Will this include a change to the curriculum (i.e. course outline)? <u>NO</u>
<p>5. Next Year</p> <p>Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The process was not effective. I do not plan to change the outcome/assessment next year.</p>
<p>6. After-Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>Please provide the results of some published empirical controlled studies that have been published in peer-reviewed science or education journals that provides evidence that SLOs improve student learning or teaching effectiveness. Also, could an SLO "expert" please critically review my submission and provide feedback related to this document that would help me improve my teaching skills.</p>

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Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

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IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Science, Math, and Engineering

Course Number/Title or Program Title: BIOL 206/Human Physiology

Contact Person/Others Involved in Process: Lead: Lianna Zhao Others: Tom Morrell

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
General Science	
Life Science	
University Studies	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Search, create, organize, and conduct a class presentation on a physiology topic	Presentation rubric	ISLO1, ISLO2, ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

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The ASSESSMENT CYCLE: Closing the Assessment Loop
Fall 08 Data

1. Course Number	BIOL 260
2. People involved in summarizing and evaluating data	L. Zhao, T. Morrell
3. Data Results Briefly summarize the results of the data you collected.	8/24 students were able to score exceptionally well. 6/24 students achieved above average score. 2/24 students scored the average. 8/24 students scored below the average.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	The results were in line with what was expected, showing that students were accomplishing the goals that were set out for them. Students were given the rubrics at the beginning of the semester, so they knew what to expect. There is always a need to see improvement in the score. **Will this include a change to the curriculum (i.e. course outline)? No
5. Next Year (Optional) Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
AGRICULTURAL BUSINESS MANAGEMENT AGRICULTURAL SCIENCE GENERAL SCIENCE UNIVERSITY STUDIES	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
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<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Investigate	Public speaking rubric	ISLO4
Outcome 2: Summarize	Public speaking rubric	ISLO4
Outcome 3: Presentation	Public speaking rubric	ISLO1

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: Chemistry 100 Date: Winter 2009
2. People involved in summarizing and evaluating data	39
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1, Outcome 2, and Outcome 3: Each student received a score-card on how well they performed each of the three SLO outcomes. A total score was recorded for each student. The points from each outcome were combined into a score reflecting their overall performance, and how well they investigated, summarized and presented their topic. The average score for all 39 students was 13 out of 20. Each student's SLO score represented 2% of their total score, or equivalent to 1/5 of an exam.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	A higher point total, equivalent to ½ of the points in an exam or 50 points would be more appropriate. It might be interesting to have students grade other students. **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Any time a student has a chance to speak, is a great opportunity.

6. After-Thoughts

Feel free to celebrate, vent, or otherwise discuss the process.

For many, it appears to be their first public speech. There was an incredible range of speeches, some polished, others put effort into their research, but their talks were not so spectacular. Practicing these skill is important.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date: March 27, 2009

Department Name: Science Math Engineering

CHEM 200

Course Number/Title or Program Title: General Inorganic Chemistry I

Contact Person/Others Involved in Process: Lead: James Fisher Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
AGRICULTURAL BUSINESS MANAGEMENT AGRICULTURAL SCIENCE GENERAL SCIENCE UNIVERSITY STUDIES	

Does course satisfy a community college GE requirement(s)?

Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Summarize Procedures	Laboratory portfolio	ISLO2
Outcome 2: Collect data	Laboratory portfolio	ISLO3
Outcome 3: perform calculations	Laboratory portfolio	ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

Course Number & Date of Assessment Cycle Completion	Course: Chemistry 200 Date: Spring 2009
2. People involved in summarizing and evaluating data	34
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1, Outcome 2, and Outcome 3: Each student prepared a detailed pre-lab, which they used in the lab to perform an experiment. Students used their form to collect data. At the end of lab students used the same form to do their calculations. The average score was 8.5 out of 10
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	A higher point total, or about 50 pts is more appropriate. Students spent a lot of time and effort on these reports.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	This helps the students see how each step in a lab is important, and how important it is to have clear steps, and to have instructions that aren't confusing or to minimal to get the experiment completed.
6. After-Thoughts Feel free to celebrate, rant, or otherwise discuss the process.	Clear thinking, Before the lab is important. What seems like endless work is actually critical thinking to get the lab done. Students can see how spending time before the lab, making sure they know every detail, can make a huge difference in performing the lab more efficiently.

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3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

CHM 202

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
AGRICULTURAL BUSINESS MANAGEMENT AGRICULTURAL SCIENCE GENERAL SCIENCE UNIVERSITY STUDIES	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input checked="" type="checkbox"/> Natural Science |
| <input checked="" type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Submit a procedure before lab	Laboratory portfolio and assessment	ISLO2
Outcome 2: experimental documentation	Laboratory portfolio and assessment	ISLO3
Outcome 3: post experiment assessment.	Laboratory portfolio and assessment	ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Chemistry 202 Date: Spring 2009</p>	
<p>2. People involved in summarizing and evaluating data</p>	<p>26</p>	
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1, Outcome 2, and Outcome 3: Each student submitted a prelab, based on the experiment they were going to perform. Each student was observed working in the lab. At the end of lab, each student submitted their results. Each student was graded all three outcomes as a combined score. The average score was 9 out of 10.</p>	
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>A higher point total, or about 50 pts is more appropriate.</p> <p>Students spent quite a bit of time preparing.</p>	
<p>5. Next Year Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>It helped students learn to prepare written reports, which are very formal.</p>	
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>It surprising how much students need extra, out of the class assignments, that are related to science yet not directly related to their class. In this case formal reports are important for their future careers.</p>	

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2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

CHEM 204

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
AGRICULTURAL BUSINESS MANAGEMENT AGRICULTURAL SCIENCE GENERAL SCIENCE UNIVERSITY STUDIES	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: perform an experiment	Public speaking rubric	ISLO2
Outcome 2: creates a presentation on the results of the experiment.	Public speaking rubric	ISLO4

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

* You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

Course Number & Date of Assessment Cycle Completion	Course: Chemistry 204 Date: Spring 2009	
2. People involved in summarizing and evaluating data	10	
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1, and Outcome 2: Each student was evaluated both in the lab as well as their presentation. Results were combined into a total score and given to the student. The average score was 16 out of 20 points. These scores were added to their total point total.	
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	A higher point total, equivalent to ½ of the points in an exam or 50 points would be more appropriate.	
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The students learned to work independently and present their findings to the class. This represents real world research presentation procedures.	
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	For many, this was their first attempt at both public speaking and research presentations. They were more comfortable as time went on.	

5/1/2009 12:08 PM

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date: June 12, 2009
 Department Name: Computer Science

Course Number/Title or Program Title: CS 220 Introduction to Object Oriented Programming

Contact Person/Others Involved in Process:
 Lead: Rick Castrapel Others: Eric Lehtonen, Ricardo Jimenez, Allyn Leon

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Science	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Design, code, and test complete Java programs.	portfolio	ISLO1, ISLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Science	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Write complete Java programs which implement object oriented design and constructs.	portfolio	ISLO1, ISLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	Course: CS230 Sp 09 20681 Date: June 12, 2009
2. People involved in summarizing and evaluating data	Rick Castrapel
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: mean: 91%, SD:8.8%, n:14 Outcome 2: Outcome 3:
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	 **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	 6/12/2009 11:05 AM

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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
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Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date: **March 2, 2009**
 Department Name: **Science, Mathematics and Engineering**

Course Number/Title or Program Title: **ENGR 210 STATICS**

Contact Person/Others Involved in Process: **Lead: Frank Fiorenza, Adjunct Instructor** Others:

If course is part of a major(s), and/or certificate program(s), please list all below: **Yes**

Major(s):	Certificate(s):
A.S. Pre-Engineering	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Demonstrate & display critical thinking skills and information literacy in taking and passing exams in the Statics course curriculum.	Exams – two (2)	ISLO2 & ISLO4 (Critical thinking & information literacy)
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

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<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: ENGR 210 STATICS Date: March 2, 2009</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Frank Fiorenza, Adjunct Instructor</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: I took the 1st and 2nd of 4 Exams that were provided to the students for evaluation. After each exam I graded each looking at the logic involved, assumptions made and results by each of my two students. For this course which relies heavily on application of mathematics in a practical problem solving manner, it is critical to apply simple principles of Statics using mathematics to the solution of the problems. It is a matter of process using logic and assumptions. The final answer is important to be correct, however if correct logic and assumptions are made it is possible to make a simple error in mathematics where the resultant answer may not be correct due to subsequent carrying of errors in calculations. Considering this aspect I analyzed both Exam 1 and Exam 2 problem by problem looking at how each student set up and executed the problems. In all cases the results of the data (Exams) showed that the students learned very well the key Statics principles such that they were able to set up the problems logically and effectively to correctly solve the problems accurately. They demonstrated a very good learning ability and capacity of Statics principles to perform well in this class.</p> <p>Outcome 2: N/A</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Although the students did very well based on the Exams it was very fast paced. My first year syllabus was ambitious to cover much material. Although the students learned and applied their learning well I tended to go through sections very fast in order to cover as much requisite material as possible. Having the experience tells me it would be beneficial to make sure the students gain a very confident comprehensive overview of the Statics course without overstressing their ability yet also to ensure they maintain a good comprehension which will carry over to their future engineering related courses. I therefore intend to reduce a few sections in the Statics course syllabus that the book author deemed not necessary and spend a little more time on more key sections to reinforce some basic Statics principles. This will not reduce the integrity of the Statics course but will strengthen it.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>Yes</u></p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If</p>	<p>I believe the Exams themselves are effective SLOs to use. I do not intend to change the outcome assessments therefore.</p> <p style="text-align: right;">3/2/2009 11:14 AM</p>

so, how?	
After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	It is my feeling that the Exams work as SLO's if the students themselves are serious about learning, coming to each class and making the commitment to succeed. In my case, this first year Fall 2008, the two students who finished the course did have that commitment and it showed very well in the Exams, class participation, assigned homework and reading. They succeeded and the SLO's were effective because they made the effort and it showed.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
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4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer "Yes" or "No" to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year's syllabus.
6. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

March 2, 2009

Ms. Toni Pfister, Ms, EdD
SLO Coordinator,
Dept of Exercise Science
Imperial Valley College
PO Box 158
Imperial, CA 92251

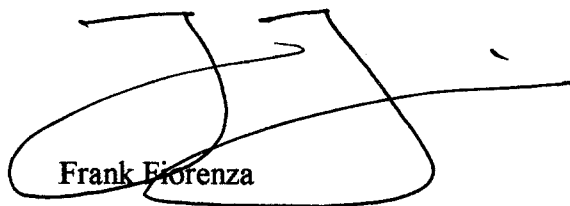
Hi Toni,

Attached please find a copy of the Student Learning Outcomes (SLO) Assessment Cycle Form in hard copy as required for ENGR 210, STATICS as taught during Fall 2008 Semester.

Since I was an adjunct instructor for fall 2008 you may also coordinate any communication through Dr. Lianna Zhao, Chair of the Science, Math, & Engineering Division.

I can be reached at my full time work at the County of Imperial Department of Public Works at 155 South 11th Street in El Centro, CA 92243 or by electronic mail at frankfiorenza@co.imperial.ca.us and telephone number 760.482.4462. An electronic copy was also provided to you and Dr. Zhao today.

Should you have any questions please do not hesitate to contact myself. Thank you.



Frank Fiorenza

cc: Dr. Lianna Zhao, Chair, Science, Math, and Engineering Division

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
General Science	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: IV. Determine geographic and geologic locations (globally) for currently active volcanoes and recent earthquake activity. V. Identify and analyze patterns associated with earthquake and volcano locations relative to plate tectonics. VI. Investigate and interpret geologically active and hazardous areas on Earth relative to human populations.	rubric	ISLO 5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	<p>Course: Geology 100 Date: 3/25/09</p>
2. People involved in summarizing and evaluating data	<p>Kevin Marty; Steve Williams</p>
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Data collected and evaluated was investigative research paper where students collected global data and analyzed/interpreted data relative to plate tectonics.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>This assignment will become part of my semester course requirements and will be used not only as a way to assess student's understanding of how volcanic eruptions and earthquakes are tied to plate tectonic settings, but also to satisfy SLO requirements.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>Not really. I already do similar assessments of student understanding of the course material.</p>
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<p>I believe this process is already inherent in our teaching and doesn't need to be spelled out as an SLO.</p>

The ASSESSMENT CYCLE: Closing the Assessment Loop

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3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
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Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

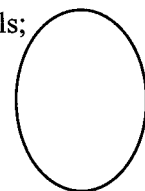
When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

5.1.2009

SLO Committee Rep./ Date:



Earthquake/Volcano Monitoring Assignment

Geology 100

20 points total

Global Awareness (SLO 5)

Kevin Marty

Objective: Global Awareness

(NOTE: **do not** print this out and provide handwritten answers! Use your own creativity in presenting this assignment. I will grade you on this and on your thoroughness and accuracy in answering the questions...and following directions).

1. a. Look at all of the earthquake epicenters plotted on the map in room 2800. Locate an area on this map where there are a high concentration of plots and use *two* ways to describe this location **geographically (e.g., lat/long)**. (1 point).
b. Look at all of the volcano plots on the map in room 2800. Locate an area on this map where there are a high concentration of volcano plots and use *two* ways to describe this location **geographically (e.g., lat/long)**. (1 point).
2. a. Describe any patterns you notice by viewing **all** of the earthquake epicenters plotted around the world (**for example**, do they occur mostly in the middle of continents? If so, that would be one pattern...but they don't, so don't use this!). (1 point).
b. Describe any patterns you notice by viewing all of the volcanoes plotted around the world (same as above but for volcanoes). (1 point).
3. a. (please print out the tectonic map at the bottom to refer to when answering this question): **Geologically**, where are most of the *shallow depth earthquakes* plotted? Where are most of the *intermediate depth earthquakes* plotted? Where are most of the *deep earthquakes* plotted?...and, **geologically**...where is **your volcano plotted and what type of volcano is it?** (**to describe the locations geologically**, use terms like at a trench, spreading center, continental margin, etc.). Be thorough in your investigation (3 points).
4. Now find a convergent, divergent and transform plate boundary where recent earthquake activity (see your epicenter plots) has occurred (please refer to your map again) and...
 - a. Name at least two plates (e.g., Nazca Plate) that are interacting at each boundary. (1 point).
 - b. Describe in general the depth of earthquakes at *each* boundary. (1 point).
 - c. Now interpret your observations: **Can plate boundary types be distinguished based on the depth of earthquakes occurring there? If so, why** (what type of plate interactions are occurring there to cause the associated depths of the earthquakes?)...or, **if not**, then why do you feel there are no

differences between the earthquake depths associated with each plate boundary type? (we have studied that there should be)...(2 points)

d. Look at all of the plotted volcanoes and earthquakes on the map. Is there a relationship between earthquake and volcano plots? (i.e., do they occur in approximately the same locations?). Why do you think they occur *together* in some areas, and not in other areas on the map? (think about plate boundary types). (2 points)

e. Pick an area on the map where there (see 1b above) are a high concentration of volcanoes (recent volcanic activity) and describe the types of volcanoes found there and the eruptive styles (see chapter 6). (2 points)

5. i. *What area in the **world appears most dangerous to you today for hazards associated with both earthquakes and volcanoes (i.e., find one area on the map that appears to be the most dangerous for both recent earthquake and volcanic activity and that has the potential to impact a nearby population), ii. why did you pick this area, and iii. what are the geologic hazards associated with both volcanoes and earthquakes that could impact people (nearby populations)* (...describe one area and why you picked this area...don't just say because there are a lot of plots here, but describe the geologic processes here relative to nearby populations! Remember, *an area isn't considered dangerous unless it could affect people*...for example, don't pick an area in the middle of the wilderness where the hazards probably will not effect people)...(****Note: you cannot use California or the San Andreas Fault System for this question! I want you to learn about an area outside of California!**). (5 points)

Grading Criteria:

***Superior Job:** Provide thorough answers to all questions and responses show that student has an excellent to good understanding of the relationship between plate tectonics and global volcanism and earthquakes.

***Excellent organization and presentation of assignment. (A...18-20 points)**

Good Job: Provides answers to all questions that are thorough to somewhat thorough and responses show that student has a good to fair understanding of the relationship between plate tectonics and global volcanism and earthquakes. Excellent to good organization and presentation of assignment. **(B...15-17 points)**

***Fair Job:** Provides somewhat thorough answers to most of the questions, responses show that student has a fair understanding of the relationship between plate tectonics and global volcanism and earthquakes. Good to fair organization and presentation of assignment. **(C...12-14 points)**

***Poor Job:** Provides answers to some or none of the questions, responses show that student has very limited to no understanding of the relationship between plate tectonics and global volcanism and earthquakes. Fair to poor organization and presentation of assignment. **(D...10-12 points)**



IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
General Science	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input checked="" type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: IV. Determine relevant factors that would contribute to the potential for earthquake-related damages. V. Identify what constitutes high-, moderate-, or low-risk situations for each factor. VI. Apply above assessments to four sites in an idealized county in California.	rubric	ISLO 2
Outcome 2:		
Outcome 3:		

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***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

1. Course Number & Date of Assessment Cycle Completion	<p>Course: Geology 110 Date: 3/25/09</p>
2. People involved in summarizing and evaluating data	<p>Kevin Marty; Steve Williams</p>
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Data collected and evaluated was investigative rubric where students evaluated and determined high to low risk factors of earthquakes relative to specific locations in California.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>This assignment will become part of my semester course requirements and will be used not only as a way to assess student's understanding of how various natural and cultural factors relate to earthquake destruction, but also to satisfy SLO requirements.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	<p>Not really. I already do similar assessments of student understanding of the course material.</p>
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<p>I believe this process is already inherent in our teaching and doesn't need to be spelled out as an SLO.</p>

The ASSESSMENT CYCLE: Closing the Assessment Loop

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IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
General Science	

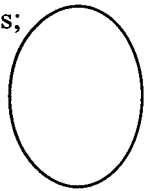
Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|---|
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<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool <small>(e.g., exam, rubric, portfolio)</small>	Institutional Outcome* <small>(e.g., ISLO1, ISLO2)</small>
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
I. Determine relevant factors that would contribute to the potential for earthquake-related damages.	Rubric (see attached)	ISLO2 (critical thinking skills)
II. Identify what constitutes high-, moderate-, or low-risk situations for each factor.		
III. Apply above assessments to four sites in an idealized county in California.		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546



Earthquake Assessment
Objective: Critical Thinking (SLO 2)
Geology 110
Kevin Marty

Checkpoint 5.20, pp. 140-141: Earthquake Risk Rubric Exercise (separate exercise, 15 points possible)

#11: This exercise requires that you consider what combinations of factors is most likely to contribute to the greatest risk of damage from a future earthquake.

After graduation, you get a job working for a county planning task force in California. The task force must examine the setting of several different cities and identify which is at **greatest risk for future earthquake damage** caused by movement on known faults.

Your assignment is to fill out the **evaluation rubric** provided here by identifying factors that would influence the risk of damage from a future earthquake. The location that scores the highest on your scoring rubric will receive additional county funds to protect key structures from earthquake damage. The factors you identify may be either physical (such as nature of the local geology) or cultural (such as size of population centers).

Audience: You will create a scoring scheme that can be applied by the most educated (on this topic) citizens. Specifically, you may consider that you are writing for city council members or a concerned citizens group.

Main point and purpose: To demonstrate your understanding of the principal factors that result in damage or loss of life from an earthquake.

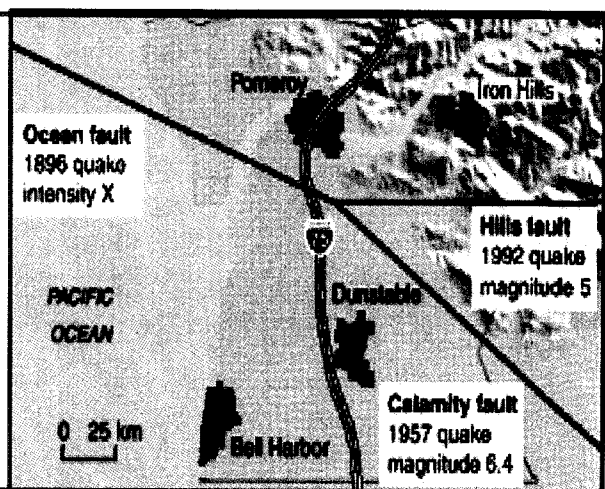
Pattern and procedures: You must **identify 4 factors** and differentiate among characteristics that make them high-, moderate-, or low-risk phenomena. One factor, the proximity of the site to a fault, is included as an example (see accompanying table). If the fault were to move in the future, sites closest to the fault would suffer the most damage (high risk), whereas those farther away may experience little or no damage (low risk). Each site with a high-risk factor is scored as 3 points; moderate-risk factors rate 2 points; and low-risk factors rate 1 point. The site with the highest cumulative score for all factors is at greatest risk from a future earthquake.

Standards and criteria: You will be assessed on your choice of:

- i. Relevant factors that would contribute to the potential for earthquake-related damages (4 points)
- ii. Identification of what constitutes high-, moderate-, or low-risk situations for each factor (4 points)
- iii. One factor as most significant (1 point)
- iv. The applicability of your rubric to 4 sites in an idealized county in California (6 points)

Factors	Low risk (1 point)	Moderate risk (2 points)	High risk (3 points)
Proximity to fault	far (>50 km)	moderate (25-50 km)	close <25 km

What is the most important factor in your rubric? Distinguish which factor is the most significant under the circumstances of the exercise. The score for this factor will be **doubled**. Discuss your **justification** for choosing the particular factor.

<p>Pomeroy (pop. 50,000) Older industrial center of the county; founded in 1880 and built on floodplain sediments of the Mono River; transportation center for commercial barge traffic on river and truck traffic on highway.</p> <p>Iron Hills (pop. 20,000) Old mining town founded in 1850 now caters to hikers and climbers because of surrounding mountains; underlain by granite bedrock.</p> <p>Dunstable (pop. 60,000) County offices here; founded 1935; recent growth in last decade as several computer companies built new factories; city underlain by mix of bedrock and sediment.</p> <p>Bell Harbor (pop. 100,000) Scenic coastal fishing community built on rocky cliffs overlooking ocean; population swelled in last few decades as it became a popular retirement destination; new hospitals and retirement homes built since 1980s.</p>	
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Use your rubric in a hypothetical situation. Examine the information on the geology and characteristics of 4 cities shown on the following map and rank them in order of greatest to least risk of damage from a future earthquake.

Rank:

- 1.
- 2.
- 3.
- 4.

✓

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|--|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Solve mathematical equations appropriate to the Elementary Algebra curriculum	Practical Exam	ISLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Assessment was made on an equation categorized as a factorable quadratic equation not in standard form:

Ex: $x^2 - x = 12$

Rubric Used: (Based on a 5 point scale)

Students were awarded:

0 points - If they did not attempt the problem or did nothing that would have led to the correct solution

1 point - If they wrote the Equation in Standard Form (equal to 0)

2 points – If they wrote the Equation in Standard Form and Factored, but factored incorrectly

3 points – If they wrote the Equation in Standard Form and Factored Correctly but did not solve.

4 points - If they wrote the Equation in Standard Form , Factored Correctly, Solved, but wrote solutions with wrong signs; or one correct and one incorrect solution

5 points - If they wrote the Equation in Standard Form, Factored Correctly, and Solved with correct solutions

Course Number & Date of Assessment Cycle Completion	Course: Math 80 Date: March 27, 2009
2. People involved in summarizing and evaluating data	Betsy Riehle , Allyn Leon, Mardjan Shokoufi
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: 60% of our students received 0 points based on our Rubric</p> <p style="padding-left: 40px;">8% of our students received 2 points based on our Rubric</p> <p style="padding-left: 40px;">24% of our students received 3 points based on our Rubric</p> <p style="padding-left: 40px;">8% of our students received 5 points/or worked the problem correctly based on our Rubric</p> <p>The results indicate that the majority of our students do not have knowledge how to begin the process of solving this type of equation. Approximately half of those who did correctly begin the process did not carry through with naming the solution thus not actually solving the equation.</p> <p>Outcome 2: NA</p> <p>Outcome 3: NA</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>We believe our assessment needs to improve to better reflect the actual knowledge that students have regarding this outcome. Also, we believe as instructors we need to stress following through to students as part of the solving process.</p> <p>We do not believe this will require a change in our curriculum, but rather perhaps change in our instruction strategy.</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
5. Next Year Was the process effective? Will you change the outcome/ assessment or next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If	<p>The process was effective in giving us a baseline to improve upon. We do think that we need to better define our assessment rubric in order to reflect our SLO Outcome. Also our assessment should consist of a larger sample of problems in order to have data that would support our SLO Outcome #1</p> <p style="text-align: right;">3/30/2009 4:00 PM</p>

so, how?	
After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	The results were not surprising based on passed assessments. However still somewhat discouraging. We think this will give us an actual basis on which we can now show improvement in student performance.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input checked="" type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Will solve a word problem using the quadratic formula.	Exam Question	SLO1, SLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Course Number & Date of Assessment Cycle Completion	Course: Math 90 Date: 6/30/09
2. People involved in summarizing and evaluating data	Eric Lehtonen, Sotero Alvarado, Vellarmino Suarez, Alex Voldman, Oscar Hernandez, Betsy Riehle, Barb Nilson, Alex Cozzani, Carlos Duarte, Carlos Canez
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: One final exam question with a word problem requiring a quadratic equation yielded an average score of 2.7 points out of ten possible points. Outcome 2: Outcome 3:
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	This material is covered very late in the semester, when many are rushing to complete the syllabus. Clearly more time is needed on this topic. Also, more coordination in the department on the teaching of application problems is needed. **Will this include a change to the curriculum (i.e. course outline)? In the long run, yes. This course needs to be 5 units, as at other colleges.
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The process was effective. No changes will be made.
. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	<div style="text-align: right;">7/16/2009 4:14 PM</div>

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Computer Science	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input type="checkbox"/> Natural Science |
| <input checked="" type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Identify, compare, and contrast two articles that include both descriptive and inferential statistics on the same research topic.	Project + Rubric	ISLO2, ISLO4
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;
 *SLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Math 119 Student Learning Outcome Rubric.

1. Consistency of research topic across the two articles	10%
2. Presence of descriptive statistics	15%

Course Number & Date of Assessment Cycle Completion	Course: Math 119	Date: 03/11/2009
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3. Presence of inferential statistics	15%
4. Compare and contrast of the articles	50%
.. Style, grammar, and clarity	10%

<p>2. People involved in summarizing and evaluating data</p>	<p>Allyn Leon</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: The 10 point project was assessed on 5 components: (1) 1 point for the consistency of research topic across the two articles, (2) 1.5 points for identifying and describing the presence of descriptive statistics, (3) 1.5 points for identifying and describing the presence of inferential statistics, (4) 5 points for compare and contrast of the articles, and (5) 1 point for style, grammar, and clarity. The average scores for each component were 1, 1.42, 0.98, 4.5, and 1, respectively. The lowest achievement by far was in component 3, identifying and describing the presence of inferential statistics. This was also the only component in which groups or individuals received scores of zero. Part of this may be due to students being new to inferential statistics; part of this may be due to specificity of instructions in the project directions. Most groups did very well in the other components.</p> <p>On the bright side, students seemed very involved in picking out articles that were of value to them, were very good at making sure that the topics in the two articles were related (average of 1/1 points), and the compare/contrast and style sections were pretty good (average of 4.5/5 points and 1/1 points, respectively). The students seemed comfortable identifying and reporting the descriptive statistics in the articles as well (average of 1.42/1.5 points).</p> <p>Outcome 2: N/A</p> <p>Outcome 3: N/A</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>I plan on providing more specific instructions on the identification and reporting of inferential statistics, and also perhaps delaying the project until the very end of the semester, rather than two or three weeks before the end. In this way, the students will be more familiar with the topic of inferential statistics and will be better prepared to identify/extract them from an article, and also report on them with ease. No change to the curriculum is necessary at this time.</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>I believe the process was effective in shedding light on what sort of uses the students can get from statistics, both to the instructor and to the students themselves. Further discussion with the department, especially faculty teaching statistics, is necessary before determining any possible changes to the outcome.</p>
<p>6. After-Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>The activity and results were refreshing to me. I could see that most students finally found statistics "useful" in some way. After going over certain procedures, students always (or almost always) ask how this is useful to them. This activity provided many students with an answer to that question.</p>

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IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:



Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input checked="" type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Demonstrate the application of matrix math by encoding and decoding a message using a matrix and technology.	Out of Class Project	ISLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;

<p>Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Math 122 Date: 10/23/09</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Sherry Zobell</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: This was part of an outside project. The average grade on the project was 81%.</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>None</p> <p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>Yes, the process was effective.</p> <p>There will not be a change in the assessment for next year.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	

The ASSESSMENT CYCLE: Closing the Assessment Loop

Course Number	Math 140
2. People involved in summarizing and evaluating data	Mardjan Shokoufi
3. Data Results Briefly summarize the results of the data you collected.	Approximately 60% of students were able to gather all the missing information about the triangle. 25% could not find any of the missing part and the remaining 15% could not find all 3 missing part but 1 or 2 of them.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Although the results were better than expected, as this topic is needed for future classes, there is a need to see improvement in the score for such problems. The results does not mean a change in curriculum is needed, and the topic should still be included in the course outline and in the instruction. **Will this include a change to the curriculum (i.e. course outline)? <u>No</u>
5. Next Year (Optional) Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input checked="" type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Outcome 1: Solve a linear programming problem	Project	ISLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Grading rubric

1. Identify the main objective, the decision variables and the objective function. 20%
2. Complete the table with the decision variables and write the constraint inequalities. 30%
3. Use technology to graph the constrain inequalities and determine the feasible region. 30%
4. Identify all corner points of the feasible region and test these points to determine the solution. 20%

6. After-Thoughts

Feel free to celebrate, vent, or otherwise discuss the process.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form



Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input checked="" type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Demonstrate the ability to find the derivative of a function.	Exam	ISLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

-Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: Math 170 Date: 3/23/09
2. People involved in summarizing and evaluating data	Sherry Zobell
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: An exam covering the topic of derivatives had an average score of 77% Outcome 2: Outcome 3:
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	None **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The process was effective. No changes will be made.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name: Mathematics

Course Number/Title or Program Title: MATH 190 Pre-Calculus

Contact Person: Lead: Mardjan Shokoufi
Others: R. Castrapel, E. Lehtonen, A. Voldman

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Business Administration	
General Science	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input checked="" type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., SLO1, SLO2)
Compute the difference quotient of given function $f(x)$.	Exam question	ISLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

*Institutional Outcomes: SLO1 = communication skills; SLO2 = critical thinking skills; SLO3 = personal responsibility; SLO4 = information literacy; SLO5 = global awareness

Grading rubric

- | | |
|---|-----|
| 1. Students will find the expression for $f(a + h)$ | 40% |
| 2. Students will find the expression for $f(a)$ | 20% |
| 3. Students will form the difference quotient | 20% |
| 4. Students simplify and reduce the quotient | 20% |

The ASSESSMENT CYCLE: Closing the Assessment Loop

Course Number	Math 190
2. People involved in summarizing and evaluating data	M. Shokoufi, S. Zobell, A. Voldman
3. Data Results Briefly summarize the results of the data you collected.	Approximately 65% of students were able to form the difference quotient and simply the fraction. As this a fundamental topic in Calculus, more students should be able to form the difference quotient and have enough basic Algebra skills to simplify and reduce the fraction.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	The results were in line with what was expected, as this topic is needed for future classes, there is a need to see improvement in the score for such problems. **Will this include a change to the curriculum (i.e. course outline)? No
5. Next Year (Optional) Was the process effective? Will you change the outcome/assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	
6. After-Thoughts (optional) Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
General Science	
Mathematics	
Computer Science	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input checked="" type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Demonstrate ability to anti-differentiate algebraic, trigonometric, exponential and logarithmic functions using introductory techniques.	Exam questions	ISLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: Math 192 Fall 2008 10632 and 10633</p> <p>Date: 6/12/09</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Rick Castrapel, Sherry Zobell</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1:</p> <p>Course # 10632 mean: 73.9, SD: 21.5, n:14</p> <p>Course # 10633 mean: 69.1, SD: 22.1, n: 11</p> <p>Outcome 2:</p> <p>Outcome 3:</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>**Will this include a change to the curriculum (i.e. course outline)?</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	

6. After-Thoughts

Feel free to celebrate, vent, or otherwise discuss the process.

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date: 6/30/09

Department Name: Mathematics

Course Number/Title or Program Title: Math 210 Calculus III

Contact Person/Others Involved in Process: Lead: Eric Lehtonen

Others: Alex Voldman

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Mathematics	

Does course satisfy a community college GE requirement(s)?

Yes No N/A

If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input checked="" type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Will apply partial derivatives to the optimization of functions of multiple variables.	Exam	SLO1 SLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date: 03/15/2009

Department Name: Mathematics

Course Number/Title or Program Title: Math 230 Introduction to Linear Algebra with Applications

Contact Person/Others Involved in Process: Lead: Alex Voldman Others: Eric Lehtonen

Mardjan Shokoufi, Sherry Zobell

Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)?

Yes No N/A

If yes, check which requirement(s) below:

American Institutions

Health Education

Physical Education / Activity

Math Competency

Reading Competency

Language and Rationality – English Composition

Language and Rationality – Communication and Analytical Thinking

Natural Science

Humanities

Social and Behavioral Sciences

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Balance chemical equations by solving a vector equation that describes the number of atoms of each type present in a reaction.	Project	ISLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

5/28/2009 9:50 AM

Grading rubric

- | | |
|---|-----|
| 1. Construct a vector in R^n for each reactant and write a vector equation. | 10% |
| 2. Perform the arithmetic of vectors | 10% |
| 3. Use elementary row operations to reduce a matrix to reduced row echelon form | 40% |
| 4. Find the general solution of the augmented matrix. | 20% |
| 5. Use technology to verify the general solution of the augmented matrix. | 20% |

Course Number & Date of Assessment Cycle Completion	Course: Math 230 Date: 03/15/2009
2. People involved in summarizing and evaluating data	Alex Voldman
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: The results obtained from the project show the following: 75% of students were able to construct a vector in R^n for each reactant and write a vector equation 60% perform the arithmetic of vectors and use elementary row operations to reduce a matrix to reduced row echelon form. Outcome 2: N/A Outcome 3: N/A
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	I plan adding some extra time to lecture theoretical aspects of vectors. In particular, I will provide more examples on how to find the general solution of the augmented matrix. No change to the curriculum is necessary at this time. **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	I believe a fair number of math 230 students grasped a process of balancing chemical equations using linear algebra. Students had a chance to see a connection between math and chemistry. MATLAB technology was incorporated in the process. Consultations with math faculty will be essential before determining whether any changes to the outcome should be made. <div style="text-align: right;">5/28/2009 9:50 AM</div>

6. After-Thoughts

Feel free to celebrate,
vent, or otherwise
discuss the process.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Lead: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Mathematics	
Computer Science	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|---|--|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input checked="" type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|---|--|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Test the validity of an argument using a truth test.	Out of Class Project	ISLO2
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Course Number & Date of Assessment Cycle Completion	Course: Math 240 Date: 9/29/09
2. People involved in summarizing and evaluating data	Sherry Zobell
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: This was part of an out of class project. The average score was 83% Outcome 2: Outcome 3:
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	None **Will this include a change to the curriculum (i.e. course outline)?
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Yes it was effective. There won't be a change in the outcome/assessment next year.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Assessment Cycle Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
General Science	
Physical Science	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions | <input type="checkbox"/> Language and Rationality – English Composition |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking |
| <input type="checkbox"/> Physical Education / Activity | <input checked="" type="checkbox"/> Natural Science |
| <input type="checkbox"/> Math Competency | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Social and Behavioral Sciences |

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Through experimentation involving the use of levers, students will investigate and apply the principle of Conservation of Energy to simple machines	Exam Question	ISLO2

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
General Science	
Life Science	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Write lab reports based on various experiments performed in class that will demonstrate an understanding of the topics addressed and the ability to draw conclusions based on data.	Lab Report Rubric	ISLO1, ISLO2, ISLO5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;

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<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p><i>When students were allowed to revise their work, scores went up dramatically. Hopefully, by providing students with sample reports, it will help them produce high quality reports without the need for corrections.</i></p>
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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date:
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Others:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
General Science	
Life Science	

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|---|
| <input type="checkbox"/> American Institutions
<input type="checkbox"/> Health Education
<input type="checkbox"/> Physical Education / Activity
<input type="checkbox"/> Math Competency
<input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input checked="" type="checkbox"/> Natural Science
<input type="checkbox"/> Humanities
<input type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Write lab reports based on various experiments performed in class that will demonstrate an understanding of the topics addressed and the ability to draw conclusions based on data.	Lab Report Rubric	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5
Outcome 2:		
Outcome 3:		

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills;

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: <i>Physics 204</i> Date: <i>June 2009</i></p>
<p>2. People involved in summarizing and evaluating data</p>	<p><i>Alejandro Cozzani</i></p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: <i>21 % of the students received an "A" after they were allowed to make several corrections to their lab reports.</i></p> <p>Outcome 2: <i>3.2% of the students received a "B" after they were allowed to make several corrections to their lab reports.</i></p> <p>Outcome 3: <i>7% of students received a "C" after they were allowed to make several corrections to their lab reports.</i></p> <p>Outcome 4: <i>0.8% of the students received a "D" after they were allowed to make several corrections to their lab reports.</i></p> <p>Outcome 5: <i>68% of the students received a "F" after they were allowed to make several corrections to their lab reports.</i></p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p><i>At this point, I feel there is no need to make any changes to our plan other than adjusting the rubric from 25 to 20 points to be consistent with grading. At this point, reports were graded on a 0-25 point scale and then converted to a 0-20 point grade scale to figure out semester grades.</i></p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p><i>This semester grades are much lower compared to another Physics class (Physics 200). Obviously, the population is different so it is difficult to establish some kind of correlation between classes.</i></p> <p><i>Even though students were provided with sample reports and they were allowed multiple revisions before a final grade was assigned to the lab reports, it was noted that students did not follow the rubric, resulting in low grades.</i></p> <p><i>Since this class is offered in spring of odd years (2009-2011), we should look at how it works in other Physics classes before making a final decision.</i></p>

Student Learning Outcomes for Support Services

	Identified SLO(s) Fall 08	Assessed by Summer 09				
ACCESO	✓	✓				
Academic Services	✓	✓				
Admissions	✓	✓				
Business Office	✓	✓				
Counseling						
EOPS	✓	✓				
Matriculation/General	✓	✓				
Student Support Services	✓	✓				
Transfer	✓	✓				
CalWorks	✓	✓				
DSPS	✓	✓				
Financial Aid	✓	✓				
Human Resources	✓	✓				
IT/Information Systems	✓					
Library Services	✓	✓				
Maintenance/Custodial	✓	✓				
Student Affairs	✓					
Reading/Writing Lab	✓	✓				