

Part 2 – Comprehensive Program Review

Spring 2011

Program Name: **OFFICE ADMINISTRATION**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

Work with the Dean of Economic and Workforce development to implement a system to track students to evaluate their employment success. In progress.

Review grading standards to be sure passing students can perform skills needed in the workplace. Accomplished through SLO process.

Upgrade computer hardware, software, and curriculum to meet the training demands of our community. Accomplished. Through Perkins funding computer units were purchased for Room 801; lottery funds were used to purchase calculators and transcription software.

Represent the department and the college professionally in activities involving other agencies and the business community. Accomplished.

Develop web pages for each instructor in the department. Pending revamping of system by IT.

Work with administration for approval to purchase a server and to allocate time to Information Systems Department to develop the system necessary to assign E-Mail addresses to students. In progress through the ATLAS Grant.

Work with administration to upgrade Internet access in computer classrooms and Business Lab. Accomplished.

Review and revise articulation agreements with local high schools and ROP yearly. Accomplished.

Review and revise the three-year scheduling plan to ensure that required courses are offered in a reasonable time frame for both day and evening students. Accomplished.

Develop eight week fast track courses for Business Office Technician and Business Accounting Technician programs in order for students to earn certificate in one year. Accomplished.

Meet with the Business Division Advisory Committee at least once a semester to ensure that the program is meeting the needs of our community. Partially accomplished. Met with Advisory Committee in 2009-10.

Work with the Coordinator of Work Experience to ensure students receive effective on-the-job training through the work experience program. Accomplished.

Cooperate with businesses and governmental organizations to train Cal Works students. Accomplished.

Assign a Computer Technician to Room 801 and 803 during the introduction of new programs to troubleshoot equipment/software problems so students will not lose valuable class time with the long range goal of assigning a technician to those rooms on a permanent basis. Did not accomplish. Funds were not available.

Participate in training through the Technology Center, conferences, and other resources to develop technological and instructional innovations. Accomplished using Perkins funding.

Use the Early Alert system available through Student Services to improve student success. Accomplished.

Mentor part-time staff to ensure continuity of curriculum. Accomplished

Review enrollment statistics to ensure course offerings are in line with student demand. If needed, request an additional full-time or adjunct staff member. Accomplished.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
 - a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.

See Section D Program Data below

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any. List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

SLOs for all courses in the Office Administration programs have been identified and an assessment has been completed on at least one outcome for each course, except Bus 210 Financial Accounting, which should be completed 2010-11. The summary below indicates the

number of SLOs identified and the semester(s) for which data was assessed. Continuous assessment is planned on an ongoing semester-by-semester basis for quality improvement.

COURSE	TITLE	UNITS	SLOs Identified	Assessed for
BUS010	Practical Accounting	3	3	F09
BUS060	Essentials in Workplace Comm	3	3	F09 F10
BUS061	Business English	3	3	F09
BUS136	Human Relations in Mgmt	3	3	
BUS154	Beginning Keyboarding & Doc	3	3	F09 S10
BUS156	Keyboarding: Speed and Accuracy	3	3	F09
BUS164	Office Tech & Procd I	3	3	F09 S10
BUS167	Machine Calculation	1	1	F09
BUS169	Records Management	2	2	F09 S10
BUS172	Office Tech & Prcds 2	3	3	F09 F10
BUS176	Office Transcription	1	2	F10
BUS180	Microsoft Office 4/Wkpl	4	4	F08
BUS210	Prin of Financial Accounting	4	3	
BUS220	Prin of Managerial Accounting	4	4	F09
BUS260	Business Communications	3	3	S09

Program level SLOs and strategies to assess have also been developed as indicated below:

OFFICE TECHNICIAN MAJOR AND CERTIFICATE PROGRAM

Beginning Level: BUS 154, Bus 156, Bus 061, Bus 167 ENGL 060

Outcome: Apply rules of grammar and demonstrate ability to key by touch.

Way(s) to assess: Writing assignments, exams, skill demonstration

Intermediate Level: Bus 164, Bus 172, Bus 60, Bus 169

Outcome: Key at 20 nwpm, apply knowledge to create office documents using technology, maintain accurate filing systems.

Way(s) to assess: Interviews, simulations, presentations, exams, skill demonstration

Advanced Level: BUS 176, Bus 180, Bus 260, WE 201, WE 220

Outcome: Analyze and apply best practices for business writing, develop and present oral presentations, integrate technology into company simulations, key at 40 nwpm, transcribe mailable business documents, demonstrate skills in the workplace through internship.

Way(s) to assess: Projects, presentations, exams, interviews, skill demonstration

Strategy: Each class will incorporate a project that requires students to extend course content to a real-world situation. Students will be required to research the selected problem and potential solutions adequately to formulate recommendations. Students will be required to document their research and their recommendation.

ACCOUNTING TECHNICIAN MAJOR AND CERTIFICATE PROGRAM

Beginning Level: BUS 10, Bus 154, Bus 156, Bus 167, CIS 124

Outcome: Student will demonstrate knowledge of the basic accounting principles and practices, demonstrate ability to key by touch on the computer and calculator, demonstrate knowledge of math and business skills on the calculator.

Way(s) to assess: Exams, simulations, skill demonstration

Intermediate Level: Bus 164, Bus 169, Bus 172, CIS 101, CIS 125

Outcome: Apply knowledge to create office documents using technology, maintain accurate filing systems.

Way(s) to assess: Interviews, simulations, presentations, exams, skill demonstration

Advanced Level: BUS 210, CIS 108, WE 201, WE 220

Outcome: Student will demonstrate knowledge of accounting systems design and apply the knowledge, demonstrate their mastery of microcomputer accounting theories demonstrate skills development in the areas of job search, employer contact, resume writing, applications and cover letter, interviewing techniques, appropriate dress, job-holding practices and on-site learning objectives, and demonstrate skills in the workplace through internship.

Way(s) to assess: Projects, exams, interviews, skill demonstration, portfolio

Strategy: Each class will incorporate a project that requires students to extend course content to a real-world situation. Students will be required to research the selected problem and potential solutions adequately to formulate recommendations. Students will be required to document their research and their recommendation.

ADMINISTRATIVE ASSISTANT MAJOR AND CERTIFICATE PROGRAM

Beginning Level: BUS 154, Bus 156, Bus 167

Outcome: Apply rules of grammar and demonstrate ability to key by touch.

Way(s) to assess: Writing assignments, exams, skill demonstration

Intermediate Level: Bus 180, Bus 172, Bus 176, CIS 101

Outcome: Key at 20 nwpm, apply knowledge to create office documents using technology, understand Office 2007 operating system and integrate technology into company simulations, transcribe mailable business documents.

Way(s) to assess: Interviews, simulations, presentations, exams, skill demonstration

Advanced Level: BUS 136, Bus 210, Bus 260, BUS 126, WE 201, WE 220

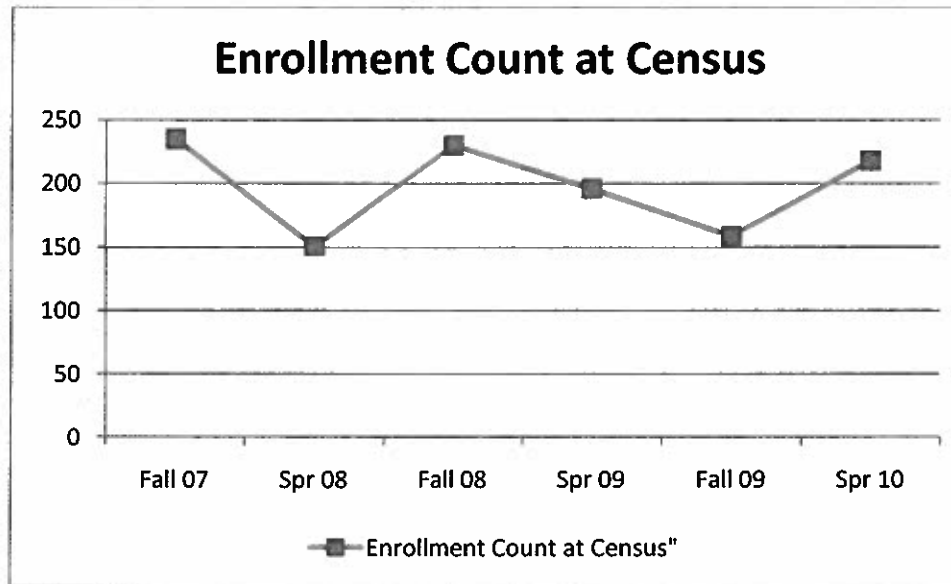
Outcome: Analyze and apply best practices for business writing, develop and present oral presentations, integrate technology into company simulations, key at 40 nwpm, demonstrate legal, accounting, and human relations skills in the workplace through internship.

Way(s) to assess: Projects, presentations, exams, interviews, skill demonstration

Strategy: Each class will incorporate a project that requires students to extend course content to a real-world situation. Students will be required to research the selected problem and potential solutions adequately to formulate recommendations. Students will be required to document their research and their recommendation.

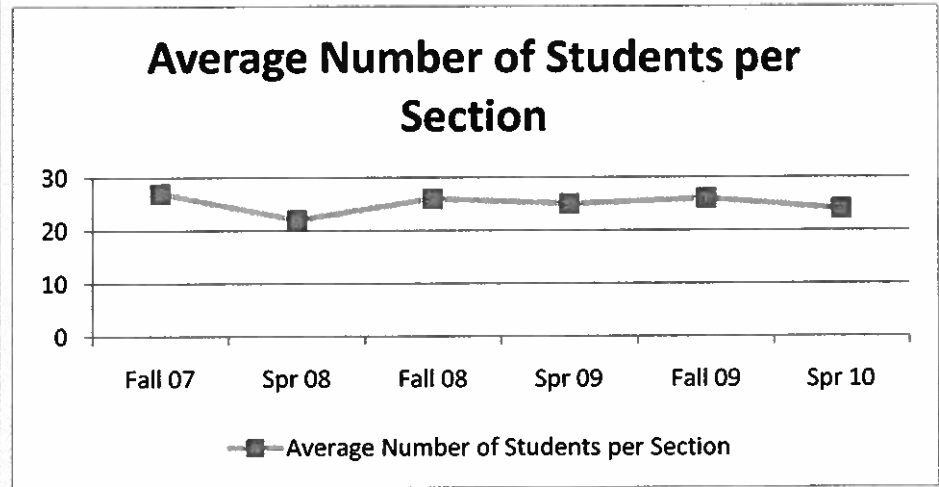
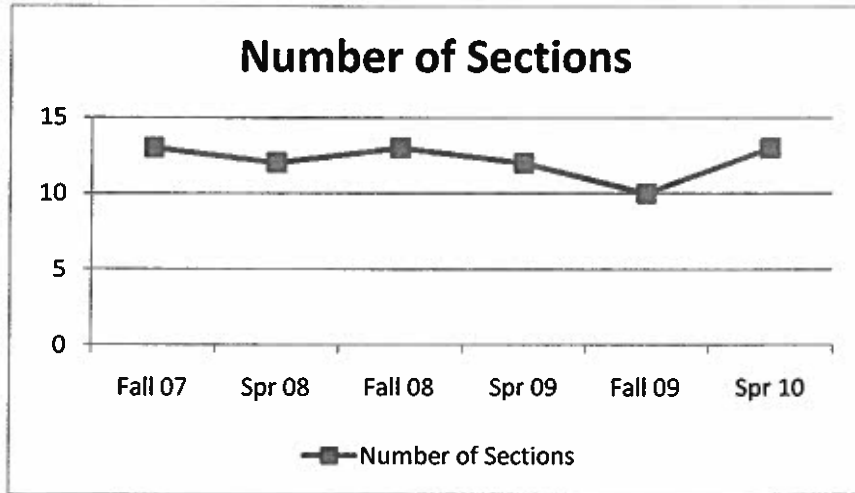
4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

Enrollment



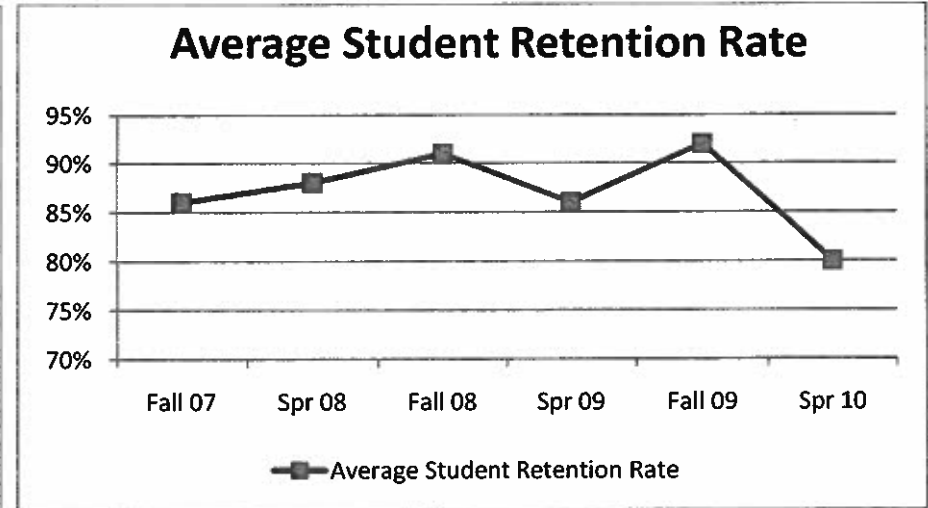
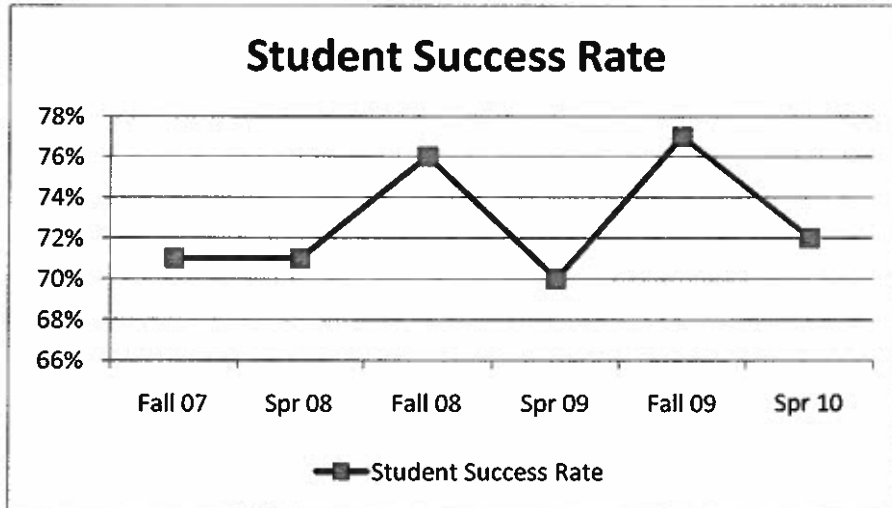
The enrollment information in the table above indicates a decline in spring 08 and spring 09, which is a normal trend. However, the decline for Fall 09 occurred because departments were required to reduce sections by 10% overall during this time; in addition, office tech courses that were taught at El Centro Extended Campus were eliminated when it was closed. Classes were reinstated in spring 2010 and the enrollment increased.

Number of Sections/Number of Students per Section



Although the enrollment count and the number of sections declined in fall 2009, the average number of students per section increased during the same time period. Besides the decline in the number of sections in fall 2009, there was no significant change in the number of sections or the average number of students per section during the period from fall 07 through spring 10.

Student Success Rate/Student Retention Rate



The data in the chart above illustrate the success rate, which is the number of students earning a "C" or better in the program courses; they also illustrate the retention rate, the percentage of students completing a program course with any grade except "W". The retention rate is high and can be attributed to student hands-on work related training which is a motivator. The success rates are slightly lower in the spring semesters which the faculty attributes to students taking more advanced-level courses.

FTEs per FTEf

The FTEs per FTEf rate for the Office Administration program averages 13.2 in the fall semesters and 11.6 in the spring semesters. Including winter and summer sessions, the average rate is 12.2. The faculty concluded that the Office Administration ratios are reasonable given the fact that maximum class quotas are limited. Office Administration courses require one computer workstation per student which prevents instructors from exceeding maximum quota.

B. PRESENT: Snapshot of the State of the Program in the Current Semester:

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

The Office Administration program is made up of majors and certificates in the areas of Accounting Technician, Office Technician, and Administrative Assistant. Two full time faculty and one or two adjuncts teach the courses in these programs. Full time instructors teach at least 3 preps every eight weeks to ensure students are able to complete the certificate program in one year. Typically 12 to 15 sections are scheduled each semester. The following Office Administration programs share core courses.

Business Accounting Technician

This program provides students with entry level competencies for employment as a bookkeeper or other financial clerk. Accounting technicians can be found in settings such as banks and offices. Students who intend to pursue an accounting degree at a four-year school should follow the Business Administration major.

Business Administrative Assistant

This program provides students with education and training needed to qualify for jobs that require a higher level of education and work experience in an office setting. These types of jobs require good communication and technology skills, and it helps to be someone who works independently, is organized, and takes initiative. These individuals provide administrative support to an individual or an office. Job duties may include directing and coordinating administrative services.

Business Office Technician

This program provides students with entry level competencies for employment in an office. It helps to be a good team player who pays attention to detail, to be adaptable and versatile, and to have interpersonal and analytical skills.

The programs meet a documented labor market demand.

According to LMI 2006-2016 Occupational Employment Projections for the El Centro Metropolitan Statistical Area (Imperial County) the following jobs are part of the fastest growing occupations in the El Centro area:

Executive secretaries and administrative assistants, showing a 22.7% increase, from 440 – 540
General office clerks, showing a 21.1% increase from 1170-1420

Office Administration Program Completers Fall 2007 – Spring 2010

Academic Year	Accounting Tech		Office Tech		Administrative Assistant		Total
	Majors	Certificates	Majors	Certificates	Majors	Certificates	
2007-08	7	4	8	8	2	0	29
2008-09	4	6	1	2	1	0	14
2009-10	3	1	3	4	0	0	11
Total	14	11	12	14	3	0	54

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

The continuous advance of technology and advisory group recommendations play a major role in decisions to upgrade equipment, personnel, curriculum and facilities for the program.

3. List any significant issues or problems that the program is immediately facing.
- Budget issues may affect funds to pay for instructors for the program and to pay for hardware and software upgrades needed to meet the demands of industry standards to meet the challenges of changing technology.
 - Employment factors have led to higher class demand, but budget issues may lead to a reduction in the number of sections for students.
 - Additional faculty members are needed to continue access to the program, but budget restraints prevent hiring.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Develop an Office Administration Advisory Committee and meet at least twice a year to provide a quality program that meets industry needs.

Meet the demands of implementing a curriculum that addresses the continuous change in hardware and software.

Upgrade and improve instructional delivery equipment/software.

Improve success and retention rates through implementation of SLOs

Collaborate with instructors in other departments to enrich student learning.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Continue SLO timeline developed for the program. (See A.3 above) Courses will be evaluated and assessed each year.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

Resources needed for the next three years have been outlined in the table below. The obstacles include funds to pay full-time and adjunct instructors to continue the program; to acquire hardware and software to meet the changing needs of technology; and to pay adjuncts for assessing and identifying SLOs.

FACILITIES	2011-12	2012-13	2013-14
Maintenance of classrooms to improve the learning environment, including painting, carpeting, replacement of desks and chairs, lighting, acoustics, and remodeling.	X	X	X
800 Bldg renovation			X
Improved computer labs to meet student demand	X	X	X

TECHNOLOGY/HARDWARE/SOFTWARE/OTHER EQUIPMENT	2011-12	2012-13	2013-14
801/803 Equipment upgrade and repair, including hard drives, mother boards, monitors, keyboards, mice, and cables	X	X	X
801 New Equipment			
803 New Equipment	X		
Printer repair and maintenance	X	X	X
Calculator replacements	X	X	X
Transcription software upgrades			X
Demonstration unit repair and maintenance	X	X	X
New Demonstration Units (801 and 803)	X		
Software upgrade/software licenses: Integrated Packages and NetSupport	X	X	X
PERSONNEL	2011-12	2012-13	2013-14
Full-Time Instructor Replacements		X	
New Full-Time Instructors			
Adjunct Instructors	X	X	X
Academic Technology Support Personnel	X	X	X
OTHER	2011-12	2012-13	2013-14
Extra duty compensation for reviewing articulation agreements and testing students for local high schools and ROP	X	X	X
Compensation to mentor part-time staff to ensure continuity of program and develop SLOs	X	X	X
Budget Allotment for adjunct's to develop SLOs	X	X	X

4. Identify any outside factors that might influence your program during the next three years.

State and national budget issues are a primary factor that will influence the program over the next three years. We anticipate that the enrollment trends that we are seeing will continue; if that is the case the program is going to find it increasingly difficult to meet the needs of our students. A significant challenge we are going to face is to effectively meet the needs of our basic skills students so that they have a better chance to successfully complete courses. Trends suggest that the population of under-prepared students is unlikely to decrease in the immediate future. The program is going to need to partner with Basic Skills, ESL, English and Counseling to provide programs to improve student retention and success.

D. Program Data

**Program Review - Office Technician Program
Enrollment Count at Census**

Course	Fall				Spring				Summer ²⁰⁰⁸				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
BUS 152	17	30		47	17			17		23		23	12			12	99
BUS 154	28	32	30	90	16	32	29	77									167
BUS 156	31	26	28	85	26	38	41	105									190
BUS 164	27	30	27	84	22	27	21	70									154
BUS 167	31	30	23	84					20			20		26		26	130
BUS 169	36	28	29	93										30		30	123
BUS 172	34	28	22	84		22	24	46									130
BUS 176					20	21	23	64									64
BUS 180					26	28	27	81									81
BUS 260	31	26		57	24	28	53	105									162
Total	235	230	159	624	151	196	218	565	20	23		43	12	56		68	1300

**Office Technician Program
Number of Sections**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
BUS 010	3	3	3	9	3	3	3	9	1			1	1			1	20
BUS 060					1	1	1	3									3
BUS 061	1	1	1	3													3
BUS 152	1	2		3	1			1		1		1	1			1	6
BUS 154	1	1	1	3	1	1	1	3									6
BUS 156	2	1	1	4	2	2	2	6									10
BUS 164	1	1	1	3	1	1	1	3									6
BUS 167	1	1	1	3					1			1		1		1	5
BUS 169	1	1	1	3										1		1	4
BUS 172	1	1	1	3		1	1	2									5
BUS 176					1	1	1	3									3
BUS 180					1	1	1	3									3
BUS 260	1	1		2	1	1	2	4									6
Total	13	13	10	36	12	12	13	37	2	1		3	2	2		4	80

**Office Technician Program
Average Number of Students per Section**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
BUS 010	28	30	27	28	29	25	26	27	10			10	12			12	26
BUS 060					23	25	20	23									23
BUS 061	24	21	24	23													23
BUS 152	19	15		16	17			17		23		23	12			12	17
BUS 154	28	32	30	30	15	32	28	25									28
BUS 156	16	26	28	22	13	19	21	18									19
BUS 164	27	30	27	28	22	27	21	23									26
BUS 167	31	30	23	28					20			20		26		26	26
BUS 169	36	28	29	31										30		30	31
BUS 172	32	28	22	27		22	25	24									26
BUS 176					20	21	23	21									21
BUS 180					26	27	27	27									27
BUS 260	31	26		29	24	28	27	26									27
Avg.	27	26	26	26	22	25	24	24	15	23		18	12	28		20	24

**Office Technician Program
Student Success Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
BUS 010	49%			49%	55%			55%	80%			80%	92%			92%	69%
BUS 060					78%			78%									78%
BUS 061	88%			88%													88%
BUS 10		71%	61%	66%		47%	56%	52%									59%
BUS 152	63%	53%		58%	59%			59%		91%		91%	100%			100%	73%
BUS 154	68%	63%	65%	65%	69%	69%	86%	74%									70%
BUS 156	63%	73%	82%	73%	65%	74%	90%	76%									75%
BUS 164	70%	81%	59%	70%	77%	81%	57%	72%									71%
BUS 167	84%	90%	91%	88%					85%			85%		65%		65%	83%
BUS 169	69%	79%	90%	79%										63%		63%	75%
BUS 172	88%	93%	86%	89%		73%	64%	68%									81%
BUS 176					50%	57%	78%	62%									62%
BUS 180					96%	67%	56%	73%									73%

BUS 260	68%	96%		82%	88%	79%	83%	83%									83%
BUS 60						80%	75%	78%									78%
BUS 61		67%	83%	75%													75%
Avg.	71%	76%	77%	75%	71%	70%	72%	71%	83%	91%		85%	96%	64%		80%	74%

**Office Technician Program
Student Retention Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
BUS 010	70%			70%	75%			75%	90%			90%	100%			100%	84%
BUS 060					91%			91%									91%
BUS 061	96%			96%													96%
BUS 10		82%	72%	77%		62%	74%	68%									73%
BUS 152	63%	70%		67%	65%			65%		100%		100%	100%			100%	80%
BUS 154	89%	81%	90%	87%	88%	91%	100%	93%									90%
BUS 156	75%	92%	96%	88%	92%	87%	90%	90%									89%
BUS 164	89%	94%	89%	90%	86%	93%	71%	83%									87%
BUS 167	94%	100%	100%	98%					90%			90%		85%		85%	94%
BUS 169	100%	96%	100%	99%										87%		87%	96%
BUS 172	97%	100%	95%	97%		91%	84%	87%									93%
BUS 176					95%	95%	96%	95%									95%
BUS 180					96%	78%	67%	80%									80%

BUS 260	90%	96%		93%	100%	82%	92%	92%									92%
BUS 60						96%	95%	96%									96%
BUS 61		95%	96%	96%													96%
Avg.	86%	91%	92%	90%	88%	86%	86%	86%	90%	100%		93%	100%	86%		93%	89%

Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
OFTEC	200730	Sum.	2007	BUS010	4	4			1			0	1	10	80.0%	90.0%
OFTEC	200810	Fall	2007	BUS010	21	10	10	6	12	1		0	26	86	48.8%	69.8%
OFTEC	200815	Win.	2008	BUS010	6	4	1		1			0		12	91.7%	100.0%
OFTEC	200820	Spr.	2008	BUS010	20	13	15	6	12			0	22	88	54.5%	75.0%
OFTEC	200910	Fall	2008	BUS010	31	17	15	4	6			0	16	89	70.8%	82.0%
OFTEC	200920	Spr.	2009	BUS010	16	14	5	4	7			0	28	74	47.3%	62.2%
OFTEC	201010	Fall	2009	BUS010	16	17	15	5	4			0	22	79	60.8%	72.2%
OFTEC	201020	Spr.	2010	BUS010	15	18	11	9	5			0	20	78	56.4%	74.4%
OFTEC	200820	Spr.	2008	BUS060	2	6	10	1	2			0	2	23	78.3%	91.3%
OFTEC	200920	Spr.	2009	BUS060	4	7	9	3	1			0	1	25	80.0%	96.0%
OFTEC	201020	Spr.	2010	BUS060	2	7	6	2	1			1	1	20	75.0%	95.0%
OFTEC	200810	Fall	2007	BUS061	7	7	7	2				0	1	24	87.5%	95.8%
OFTEC	200910	Fall	2008	BUS061	2	4	8	6				0	1	21	66.7%	95.2%
OFTEC	201010	Fall	2009	BUS061	4	6	10	1	2			0	1	24	83.3%	95.8%

OFTEC	200810	Fall	2007	BUS152	11	1						0	7	19	63.2%	63.2%
OFTEC	200815	Win.	2008	BUS152	3	6	3					0		12	100.0%	100.0%
OFTEC	200820	Spr.	2008	BUS152	9	1			1			0	6	17	58.8%	64.7%
OFTEC	200830	Sum.	2008	BUS152	13	8			2			0		23	91.3%	100.0%
OFTEC	200910	Fall	2008	BUS152	12	2	2		5			0	9	30	53.3%	70.0%
OFTEC	200810	Fall	2007	BUS154	5	7	6	1	5	1		0	3	28	67.9%	89.3%
OFTEC	200820	Spr.	2008	BUS154	3	4	4		3			0	2	16	68.8%	87.5%
OFTEC	200910	Fall	2008	BUS154	6	7	7	3	3			0	6	32	62.5%	81.3%
OFTEC	200920	Spr.	2009	BUS154	3	10	9	3	4			0	3	32	68.8%	90.6%
OFTEC	201010	Fall	2009	BUS154	3	8	9	2	6			0	3	31	64.5%	90.3%
OFTEC	201020	Spr.	2010	BUS154	2	10	12	2	2			0		28	85.7%	100.0%
OFTEC	200810	Fall	2007	BUS156	1	9	8	4		2		0	8	32	62.5%	75.0%
OFTEC	200820	Spr.	2008	BUS156	2	5	7	4	2	3		1	2	26	65.4%	92.3%
OFTEC	200910	Fall	2008	BUS156	3	6	10	3	2			0	2	26	73.1%	92.3%
OFTEC	200920	Spr.	2009	BUS156	5	9	14	4	1			0	5	38	73.7%	86.8%
OFTEC	201010	Fall	2009	BUS156	2	11	10	3	1			0	1	28	82.1%	96.4%
OFTEC	201020	Spr.	2010	BUS156	6	11	19				1	0	4	41	90.2%	90.2%

OFTEC	200810	Fall	2007	BUS164	6	8	5	1	4			0	3	27	70.4%	88.9%
OFTEC	200820	Spr.	2008	BUS164	3	7	7	1	1			0	3	22	77.3%	86.4%
OFTEC	200910	Fall	2008	BUS164	6	12	6		3	1		2	2	32	78.1%	93.8%
OFTEC	200920	Spr.	2009	BUS164	9	7	6		3			0	2	27	81.5%	92.6%
OFTEC	201010	Fall	2009	BUS164	2	6	8	3	5			0	3	27	59.3%	88.9%
OFTEC	201020	Spr.	2010	BUS164	2	8	2	1	2			0	6	21	57.1%	71.4%
OFTEC	200730	Sum.	2007	BUS167	7	9	1		1			0	2	20	85.0%	90.0%
OFTEC	200810	Fall	2007	BUS167	13	7	6	1	2			0	2	31	83.9%	93.5%
OFTEC	200910	Fall	2008	BUS167	9	13	4	1	2	1		0		30	90.0%	100.0%
OFTEC	200915	Win.	2009	BUS167	10	5	2	1	4			0	4	26	65.4%	84.6%
OFTEC	201010	Fall	2009	BUS167	16	3	2		2			0		23	91.3%	100.0%
OFTEC	200810	Fall	2007	BUS169	7	11	7	1	10			0		36	69.4%	100.0%
OFTEC	200910	Fall	2008	BUS169	6	11	5	2	3			0	1	28	78.6%	96.4%
OFTEC	200915	Win.	2009	BUS169	4	4	11	3	4			0	4	30	63.3%	86.7%
OFTEC	201010	Fall	2009	BUS169	9	12	5		3			0		29	89.7%	100.0%
OFTEC	200810	Fall	2007	BUS172	4	19	5		3			0	1	32	87.5%	96.9%
OFTEC	200910	Fall	2008	BUS172	3	12	10	1		1		1		28	92.9%	100.0%

OFTEC	200920	Spr.	2009	BUS172	1	8	7	3	1			0	2	22	72.7%	90.9%
OFTEC	201010	Fall	2009	BUS172	4	9	6		2			0	1	22	86.4%	95.5%
OFTEC	201020	Spr.	2010	BUS172	3	6	7	2	3			0	4	25	64.0%	84.0%
OFTEC	200820	Spr.	2008	BUS176	2	5	3	3	6			0	1	20	50.0%	95.0%
OFTEC	200920	Spr.	2009	BUS176	3	3	6	6	2			0	1	21	57.1%	95.2%
OFTEC	201020	Spr.	2010	BUS176	5	5	8		4			0	1	23	78.3%	95.7%
OFTEC	200820	Spr.	2008	BUS180	2	12	11					0	1	26	96.2%	96.2%
OFTEC	200920	Spr.	2009	BUS180	3	11	4	2	1			0	6	27	66.7%	77.8%
OFTEC	201020	Spr.	2010	BUS180	2	8	5	1	2			0	9	27	55.6%	66.7%
OFTEC	200810	Fall	2007	BUS260	3	6	12	4	3			0	3	31	67.7%	90.3%
OFTEC	200820	Spr.	2008	BUS260	8	8	5	3				0		24	87.5%	100.0%
OFTEC	200910	Fall	2008	BUS260	5	12	8					0	1	26	96.2%	96.2%
OFTEC	200920	Spr.	2009	BUS260	5	11	6	1				0	5	28	78.6%	82.1%
OFTEC	201020	Spr.	2010	BUS260	17	14	13	4	1			0	4	53	83.0%	92.5%

**Office Technician Program
Full Time Equivalent Student (FTEs)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
BUS 10	8.9	9.2	8.3	26.4	9.1	7.8	8.1	25.0	1.0			1.0	1.2			1.2	53.6
BUS 152	1.0	3.8		4.8	1.0			1.0		1.7		1.7	0.9			0.9	8.4
BUS 154	3.3	3.8	3.7	10.7	1.8	3.7	3.9	9.4									20.1
BUS 156	3.6	3.1	3.4	10.1	3.0	4.4	5.2	12.6									22.7
BUS 164	3.2	3.5	3.3	10.0	2.7	3.3	2.6	8.5									18.6
BUS 167	2.0	1.9	1.5	5.5					1.5			1.5		1.9		1.9	8.9
BUS 169	2.1	1.7	1.8	5.5										2.1		2.1	7.6
BUS 172	3.9	3.3	2.7	9.9		2.6	2.9	5.5									15.4
BUS 176					1.3	1.4	1.5	4.2									4.2
BUS 180					4.0	4.4	4.2	12.6									12.6
BUS 260	3.4	2.9		6.3	2.3	2.8	5.5	10.6									16.9
BUS 60					2.2	2.6	2.4	7.2									7.2
BUS 61	2.3	2.1	2.5	6.9													6.9
Total	33.7	35.3	27.1	96.1	27.5	32.9	36.3	96.7	2.5	1.7		4.2	2.1	4.0		6.1	203.1

**Office Technician Program
Full Time Equivalent Faculty (FTEf)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
BUS 10	0.60	0.60	0.60	1.80	0.60	0.60	0.60	1.80	0.20			0.20	0.20			0.20	4.00
BUS 152	0.13	0.27		0.40	0.13			0.13		0.13		0.13	0.13			0.13	0.80
BUS 154	0.27	0.27	0.27	0.80	0.27	0.27	0.27	0.80									1.60
BUS 156	0.53	0.27	0.27	1.07	0.53	0.53	0.53	1.60									2.67
BUS 164	0.27	0.27	0.27	0.80	0.27	0.27	0.27	0.80									1.60
BUS 167	0.13	0.13	0.13	0.40					0.13			0.13		0.13		0.13	0.67
BUS 169	0.13	0.13	0.13	0.40										0.13		0.13	0.53
BUS 172	0.20	0.20	0.20	0.60		0.20	0.20	0.40									1.00
BUS 176					0.13	0.13	0.13	0.40									0.40
BUS 180					0.33	0.33	0.33	1.00									1.00
BUS 260	0.20	0.20		0.40	0.20	0.20	0.40	0.80									1.20
BUS 60					0.20	0.20	0.20	0.60									0.60
BUS 61	0.20	0.20	0.20	0.60													0.60
Total	2.67	2.53	2.07	7.27	2.67	2.73	2.93	8.33	0.33	0.13		0.47	0.33	0.27		0.60	16.67

**Office Technician Program
FTEs per FTEf**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
BUS 10	14.9	15.4	13.8	14.7	15.2	13.0	13.5	13.9	5.0			5.0	6.0			6.0	13.4
BUS 152	7.8	14.2		12.0	7.8			7.8		12.8		12.8	6.5			6.5	10.5
BUS 154	12.4	14.2	13.7	13.4	6.9	13.7	14.5	11.7									12.6
BUS 156	6.7	11.5	12.8	9.4	5.6	8.3	9.8	7.9									8.5
BUS 164	12.0	13.3	12.3	12.5	10.1	12.3	9.6	10.7									11.6
BUS 167	15.1	14.6	11.6	13.8					11.2			11.2		14.6		14.6	13.4
BUS 169	15.4	12.4	13.3	13.7										15.6		15.6	14.2
BUS 172	19.4	16.5	13.4	16.5		13.0	14.6	13.8									15.4
BUS 176					9.4	10.2	11.6	10.4									10.4
BUS 180					12.1	13.1	12.6	12.6									12.6
BUS 260	17.0	14.3		15.6	11.7	14.1	13.7	13.3									14.1
BUS 60					11.2	13.1	11.9	12.1									12.1
BUS 61	11.7	10.5	12.4	11.5													11.5
Total	12.6	13.9	13.1	13.2	10.3	12.0	12.4	11.6	7.5	12.8		9.0	6.2	15.1		10.2	12.2

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date: June 4, 2010
 Department Name: Office Administration

Course Number/Title or Program Title: Bus 10 Practical Accounting

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

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: Prepare a bank reconciliation statement.	Chapter Exam	ISLO1, ISLO2, ISLO3
Outcome 3: Calculate employee earnings and deductions.	Payroll Register	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: Bus 10 Date: Fall 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. Twenty-six students took the exam. The results:</p> <ul style="list-style-type: none"> 13 students scored an A 6 students scored a B 4 students scored a C 1 student scored a D 2 students scored an F <p>50% of students demonstrated outstanding performance skills 24% of students demonstrated satisfactory performance skills 15% of students demonstrated acceptable performance skills 4% of students demonstrated marginal performance skills 8% 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 89% 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, vent, or otherwise discuss the process	

**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

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 Office Technician	Business Office Technician
Business Financial Services	Business Financial Services
Business Marketing	Business Marketing
Business Management	Business Management

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

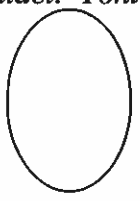
If yes, check which requirement(s) below:

- | | |
|--|--|
| <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., SLO1, SLO2)
Using analytical and written skills in an oral presentation, persuade an audience of a certain point of view	Oral Presentation Evaluation Form	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 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 60 Date: November, 2010																								
2. People involved in summarizing and evaluating data	Angie Ruiz, Associate Professor of Business Valerie Rodgers, Division Chair																								
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Most students came prepared and knew the content well. Students broke the habit of reading their notes</p> <p>Outcome 2: Since students chose their own topics, they demonstrated interest during presentations</p> <p>Outcome 3: Some students need to project their voice louder and speak slower while presenting</p> <p>Students were assigned to deliver a persuasive presentation Students were assessed by content and delivery techniques</p> <table border="1" data-bbox="407 842 1101 1125"> <thead> <tr> <th colspan="3">BUS 060 Oral Presentation</th> </tr> <tr> <th>Total Pts./Ltr. Grade</th> <th># of Students</th> <th>Percent %</th> </tr> </thead> <tbody> <tr> <td>140-126/A</td> <td>9</td> <td>100-90%</td> </tr> <tr> <td>125-112/B</td> <td>10</td> <td>89-80%</td> </tr> <tr> <td>111-98/C</td> <td>2</td> <td>79-70%</td> </tr> <tr> <td>97-84/D</td> <td>0</td> <td>69-60%</td> </tr> <tr> <td>83-0/F</td> <td>0</td> <td>59-0%</td> </tr> <tr> <td>Students Absent</td> <td>3</td> <td></td> </tr> </tbody> </table>	BUS 060 Oral Presentation			Total Pts./Ltr. Grade	# of Students	Percent %	140-126/A	9	100-90%	125-112/B	10	89-80%	111-98/C	2	79-70%	97-84/D	0	69-60%	83-0/F	0	59-0%	Students Absent	3	
BUS 060 Oral Presentation																									
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83-0/F	0	59-0%																							
Students Absent	3																								
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Reinforce the importance of voice projection, to follow an appropriate pace, and maintain eye contact and professionalism.																								
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 oral presentation evaluation form allowed me to assess students in many areas. They were not only assessed in delivery techniques, but also content.</p> <p>The evaluation form used was effective and students were able to see areas that need improvement.</p>																								

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

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 Office Technician	Business Office Technician
Business Financial Services	Business Financial Services
Business Marketing	Business Marketing
Business Management	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
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<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)
Using analytical and written skills in an oral presentation, persuade an audience of a certain point of view	Oral Presentation Evaluation Form	ISLO1, ISLO3, ISLO5
Student will analyze a business letter	Business Letter Analysis Form	ISLO1, ISLO2, ISLO4
Students will create a letter following the six C's of correspondence	Basic Business Letter Analysis	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 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 60 Date: 3-3-10																								
2. People involved in summarizing and evaluating data	Angie Ruiz, Associate Professor of Business Valerie Rodgers, Division Chair																								
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Most students came prepared and knew the content well. Students broke the habit of reading their notes</p> <p>Outcome 2: Since students chose their own topics, they demonstrated interest during presentations</p> <p>Outcome 3: Some students need to project their voice louder and speak slower while presenting</p> <p>Students were assigned to deliver a persuasive presentation Students were assessed by content and delivery techniques</p> <table border="1" data-bbox="402 846 1097 1131"> <thead> <tr> <th colspan="3">BUS 060 Oral Presentation</th> </tr> <tr> <th>Total Pts./Ltr. Grade</th> <th># of Students</th> <th>Percent %</th> </tr> </thead> <tbody> <tr> <td>140-126/A</td> <td>9</td> <td>100-90%</td> </tr> <tr> <td>125-112/B</td> <td>10</td> <td>89-80%</td> </tr> <tr> <td>111-98/C</td> <td>2</td> <td>79-70%</td> </tr> <tr> <td>97-84/D</td> <td>0</td> <td>69-60%</td> </tr> <tr> <td>83-0/F</td> <td>0</td> <td>59-0%</td> </tr> <tr> <td>Students Absent</td> <td>3</td> <td></td> </tr> </tbody> </table>	BUS 060 Oral Presentation			Total Pts./Ltr. Grade	# of Students	Percent %	140-126/A	9	100-90%	125-112/B	10	89-80%	111-98/C	2	79-70%	97-84/D	0	69-60%	83-0/F	0	59-0%	Students Absent	3	
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4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Reinforce the importance of voice projection, to follow an appropriate pace, and maintain eye contact and professionalism.																								
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 oral presentation evaluation form allowed me to assess students in many areas. They were not only assessed in delivery techniques, but also content.</p> <p>The evaluation form used was effective and students were able to see areas that need improvement.</p>																								

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

Date:

June 4, 2010

 Department Name:

Office Administration

Course Number/Title or Program Title:

Bus 061 Business English

Contact Person/Others Involved in Process:

Lead: Judy Santistevan	Others:
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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: Locate and identify the subject, predicate, and direct object in a sentence.	Sentence Diagram	SLO1, SLO2, SLO3, SLO4
Outcome 2: Recognize and apply English grammar usage when analyzing and writing business-related sentences.	Chapter Quiz	SLO1, SLO2, SLO3, SLO4
Outcome 3: Deliver an organized, well-informed chapter presentation using PowerPoint.	Presentation Rubric	SLO1, SLO2, SLO3, 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

1. Course Number & Date of Assessment Cycle Completion	Course: Bus 061 Date: Fall 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. 22 students took the quiz. The results:</p> <ul style="list-style-type: none"> 10 students scored an A 8 students scored a B 2 students scored a C 1 students scored a D 1 students scored an F <p>45% of students demonstrated outstanding skills 36% of students demonstrated satisfactory skills 9% of students demonstrated acceptable skills 5% of students demonstrated marginal skills 5% of students demonstrated unacceptable and needed improvement skills</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. 90% of the students scored a "C" or better.</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, it was an effective process. I won't change the SLO.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

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

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)
In a 5-minute timed writing, demonstrate proper typing posture and technique.	Ergonomic rubric	SLO2, SLO3, SLO4
In a 5-minute timed writing, demonstrate ability to touch typing.	College Keyboarding Software	SLO2, SLO3
Create and format a business letter in block style	Business Document Rubric	SLO2, SLO3, SLO4, SLO5

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 154 Date: November, 2010
2. People involved in summarizing and evaluating data	Valerie Rodgers, Business Division Chair Angie Ruiz, Business Professor
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: 90% of students demonstrated proper typing posture and technique</p> <p>Outcome 2: 32% demonstrated between 90-100% touch by type nwpm course requirement.</p> <p>24% demonstrated between 80% touch by type nwpm course requirement</p> <p>28% demonstrated between 70% touch by type nwpm course requirement.</p> <p>12 % demonstrated between 60% touch by type nwpm course requirement.</p> <p>2% demonstrated between 50% touch by type nwpm course requirement.</p> <p><i>Two students did not complete the course.</i></p> <p>Outcome 3: 85% of students demonstrated competency in typing a letter in block style.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Students will be provided with a log where they will keep track of their net words per minute (NWPM) improvement in order for them to maintain a record of their improvement in speed and accuracy. **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?	Assessment tool was effective. It will be used the following semester and if results are the same no changes will be made.

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)
In a 5-minute timed writing, demonstrate proper typing posture and technique.	Ergonomic rubric	SLO2, SLO3, SLO4
In a 5-minute timed writing, demonstrate ability to touch typing.	College Keyboarding Software	SLO2, SLO3
Create and format a business letter in block style	Business Document Rubric	SLO2, SLO3, SLO4, SLO5

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 154 Date: February 26, 2010
2. People involved in summarizing and evaluating data	Valerie Rodgers, Business Division Chair Angie Ruiz, Business Professor
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: 90% of students demonstrated proper typing posture and technique Outcome 2: 32% demonstrated between 90-100% touch by type nwpm course requirement. 24% demonstrated between 80% touch by type nwpm course requirement 28% demonstrated between 70% touch by type nwpm course requirement. 12 % demonstrated between 60% touch by type nwpm course requirement. 2% demonstrated between 50% touch by type nwpm course requirement. <i>Two students did not complete the course.</i> Outcome 3: 85% of students demonstrated competency in typing a letter in block style.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Students will be provided with a log where they will keep track of their net words per minute (NWPM) improvement in order for them to maintain a record of their improvement in speed and accuracy. **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?	Assessment tool was effective. It will be used the following semester and if results are the same no changes will be made.

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):
Business Accounting Technician	Business Accounting Technician
Business Administrative Assistant	Business Administrative Assistant
Business Office Technician	Business Office Technician
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"/> 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 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: Demonstrate proper keyboarding techniques.	Observation	ISLO1, 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: Bus 156 Date: Fall 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: Based on 5-minute timed writings: gross minus errors (10 error or less) equals net score.</p> <p>11% Exceeded standard (60+net) 15% Above standard (50+) 30% Meets standard (40+) 33% Below standard (30+) 11% Does not meet standard (0-29)</p> <p>56% of students earned a Keyboarding Skill Level Certificate</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

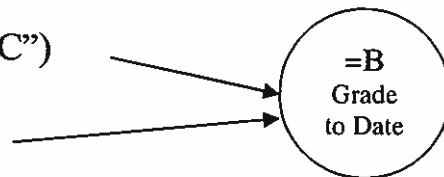
50% Progress*(Speed Average minus Base Score)

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:

42 Speed Average (which is a "C")
-20 Base Score
22 Progress (which is an "A")



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
Use the Mail Merge process to create letters and mailing labels	Project Assignment 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:** SLO1 = communication skills; SLO2 = critical thinking skills; SLO3 = personal responsibility; SLO4 = information literacy; SLO5 = global awareness

The ASSESSMENT CYCLE: Closing the Assessment Loop

1. Course Number & Date of Assessment Cycle Completion	Course: BUS 164 Date: November, 2010																								
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.	<p>Outcome 1: Most students demonstrated proficiency in software mastery</p> <p>Outcome 2: Students demonstrated great organizational skills</p> <p>Outcome 3: Students need to assess the outcomes of their project and adjust font sizes, center tables and be parallel when it comes to color.</p> <p>Chapter 4 Hands-on Exam Students created a proposal adding the following features:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">BUS 164 Test Chapter 4</th> </tr> <tr> <th>Total Pts./Ltr. Grade</th> <th># of Students</th> <th>Percent %</th> </tr> </thead> <tbody> <tr> <td>400-360 / A</td> <td>16</td> <td>100-90%</td> </tr> <tr> <td>359-320/B</td> <td>8</td> <td>89-80%</td> </tr> <tr> <td>319-280/C</td> <td>2</td> <td>79-70%</td> </tr> <tr> <td>279-240/D</td> <td>0</td> <td>69-60%</td> </tr> <tr> <td>239-0/F</td> <td>0</td> <td>59-0%</td> </tr> <tr> <td>Students Absent</td> <td>0</td> <td></td> </tr> </tbody> </table>	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	
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.	<p>I will teach them to assess their own project and identify areas that could be improved. An example would be to enlarge font size, center information from top to bottom, avoiding too much empty space.</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 evaluation assessment rubric was a great tool to follow. It showed consistency in the areas assessed and final grade.																								

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

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	Course: Bus 167 Date: Fall 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 Unit Progress Exam was used to assess the basic math skills using the 10-key calculator. 23 took the Exam</p> <p>64% (14) = A Demonstrates outstanding basic math skills and calculator proficiency 14% (3) = B Demonstrates better than average basic math skills and calculator proficiency 22% (5) = C Demonstrates average basic math skills and calculator proficiency 3% (1) = D Demonstrates limited math skills and calculator proficiency 0% (0) = F Demonstrates very little or no basic math skills and calculator proficiency</p> <p>Overall 99% 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.	Based on the above results, I don't plan to make any changes. <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, it indicated knowledge of basic math skills using a 10-key calculator. No, I don't plan the assessment for next year.
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) 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

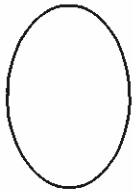
Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

- | | |
|--|--|
| <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)
Code proper names and business names according to alphabetic filing rules	Exam	SLO2, SLO3, SLO4, SLO5
Identify and create cross-referencing for proper names and business names	Exam	SLO2, SLO3, SLO4, SLO5

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



The ASSESSMENT CYCLE: Closing the Assessment Loop

1. Course Number & Date of Assessment Cycle Completion	Course: BUS 169 Date: November, 2010																																																							
2. People involved in summarizing and evaluating data	Angie Ruiz, Business Professor Valerie Rodgers, Business Division Chair																																																							
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: 26% of students demonstrated 90-100% competency</p> <p>Outcome 2: 36% of students demonstrated 80% of competency</p> <p style="padding-left: 40px;">16% of students demonstrated 70% of competency</p> <p style="padding-left: 40px;">20% of students demonstrated 60% of competency</p> <p style="padding-left: 40px;">2% of students demonstrated 40% of competency</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tbody> <tr><td>98</td><td>89</td><td>78</td><td>64</td><td>44</td></tr> <tr><td>96</td><td>89</td><td>78</td><td>60</td><td></td></tr> <tr><td>96</td><td>87</td><td>77</td><td>60</td><td></td></tr> <tr><td>93</td><td>84</td><td>76</td><td></td><td></td></tr> <tr><td>93</td><td>84</td><td></td><td></td><td></td></tr> <tr><td>91</td><td>84</td><td></td><td></td><td></td></tr> <tr><td>91</td><td>82</td><td></td><td></td><td></td></tr> <tr><td></td><td>82</td><td></td><td></td><td></td></tr> <tr><td></td><td>80</td><td></td><td></td><td></td></tr> <tr><td></td><td>80</td><td></td><td></td><td></td></tr> <tr><td>28%</td><td>36%</td><td>16%</td><td>20%</td><td>2%</td></tr> </tbody> </table>	98	89	78	64	44	96	89	78	60		96	87	77	60		93	84	76			93	84				91	84				91	82					82					80					80				28%	36%	16%	20%	2%
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28%	36%	16%	20%	2%																																																				
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Assign more exercises during this course period in order for students to become more competent with filing rules																																																							
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 tool was effective. It assessed the ten filing rules and cross-referencing in a detailed manner.																																																							

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)
Code proper names and business names according to alphabetic filing rules	Exam	SLO2, SLO3, SLO4, SLO5
Identify and create cross-referencing for proper names and business names	Exam	SLO2, SLO3, SLO4, SLO5

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

2.17.2011

SLO Committee Rep./ Date:



The ASSESSMENT CYCLE: Closing the Assessment Loop

1. Course Number & Date of Assessment Cycle Completion	Course: BUS 169 Date: February 26, 2010																																																							
2. People involved in summarizing and evaluating data	Angie Ruiz, Business Professor Valerie Rodgers, Business Division Chair																																																							
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: 26% of students demonstrated 90-100% competency</p> <p>Outcome 2: 36% of students demonstrated 80% of competency</p> <p style="padding-left: 40px;">16% of students demonstrated 70% of competency</p> <p style="padding-left: 40px;">20% of students demonstrated 60% of competency</p> <p style="padding-left: 40px;">2% of students demonstrated 40% of competency</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tbody> <tr><td>98</td><td>89</td><td>78</td><td>64</td><td>44</td></tr> <tr><td>96</td><td>89</td><td>78</td><td>60</td><td></td></tr> <tr><td>96</td><td>87</td><td>77</td><td>60</td><td></td></tr> <tr><td>93</td><td>84</td><td>76</td><td></td><td></td></tr> <tr><td>93</td><td>84</td><td></td><td></td><td></td></tr> <tr><td>91</td><td>84</td><td></td><td></td><td></td></tr> <tr><td>91</td><td>82</td><td></td><td></td><td></td></tr> <tr><td></td><td>82</td><td></td><td></td><td></td></tr> <tr><td></td><td>80</td><td></td><td></td><td></td></tr> <tr><td></td><td>80</td><td></td><td></td><td></td></tr> <tr><td>28%</td><td>36%</td><td>16%</td><td>20%</td><td>2%</td></tr> </tbody> </table>	98	89	78	64	44	96	89	78	60		96	87	77	60		93	84	76			93	84				91	84				91	82					82					80					80				28%	36%	16%	20%	2%
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28%	36%	16%	20%	2%																																																				
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Assign more exercises during this course period in order for students to become more competent with filing rules																																																							
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 tool was effective. It assessed the ten filing rules and cross-referencing in a detailed manner.																																																							

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
Business Administrative Assistant	Business Administrative Assistant

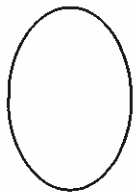
Does course satisfy a community college GE requirement(s)? Yes No N/A
If yes, check which requirement(s) below:

- | | |
|--|--|
| <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., SLO1, SLO2)
Develop research techniques to learn about a product or concept and persuade audience to believe in it.	Oral Presentation Evaluation Form	ISLO1, ISLO3, ISLO5
Develop oral, analytical and written skills by persuading a certain point of view in an oral presentation	Oral Presentation Evaluation Form	ISLO1, ISLO3, ISLO5
Display professionalism while selling skills, knowledge and education during a mock interview	Interview 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



<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: BUS 172 Date: December 10, 2010</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Angie Ruiz, Business Professor Valerie Rodgers, Business Division Chair</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Students were successful working in teams and organizing research responsibilities. A conference scenario was assigned and research was done on travel arrangements, meals, workshops and entertainment. The business documents, Power Point slides and presentation were excellent. The grades ranged from 100%-83%.</p> <p>Outcome 2: Group presentations were successful. Each group used different techniques to present topics. Groups used Power Point slides, poster boards and others persuaded the audience just verbally. Assessment was done individually. Grades ranged from 50%-95%</p> <p>Outcome 3: 95% of students dressed appropriately during group interviews. Students applied academic classroom experience if real work experience has not been obtained.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>Reinforce that when presenting company topics, students need to imagine a real business setup. Speak as though they are in from of business professionals.</p> <p>When experiencing group interview, students need to be more assertive when answering questions. Students that tend to be quiet stayed quiet.</p> <p>A possible change would be to interview three students at a time, instead of five or six.</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 oral presentation assessment tool was easy to follow and students could see an itemized list of areas that were assessed.</p> <p>Need to decide if interview assessment tool is effective enough, since some not all students respond to questions.</p>

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
Business Administrative Assistant	Business Administrative 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., SLO1, SLO2)
Develop research techniques to learn about a product or concept and persuade audience to believe in it.	Oral Presentation Evaluation Form	ISLO1, ISLO3, ISLO5
Develop oral, analytical and written skills by persuading a certain point of view in an oral presentation	Oral Presentation Evaluation Form	ISLO1, ISLO3, ISLO5
Display professionalism while selling skills, knowledge and education during a mock interview	Interview 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

2.17.2011

SLO Committee Rep./ Date:

1. Course Number & Date of Assessment Cycle Completion	Course: BUS 172 Date: February 26, 2010
2. People involved in summarizing and evaluating data	Angie Ruiz, Business Professor Valerie Rodgers, Business Division Chair
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Students were successful working in teams and organizing research responsibilities. History, Technology Advancement, Business Etiquette of Taiwan and Australia, as well as the development of a mission statement and job descriptions for the company represented.</p> <p>Outcome 2: Group presentations were successful. Each group used different techniques to present topics, even though topics were the same. Students' presentations were assessed individually. Research was assessed as a group.</p> <p>Outcome 3: 95% of students dressed appropriately during group interviews. Students applied academic classroom experience if real work experience has not been obtained.</p>
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>Reinforce that when presenting company topics, students need to imagine a real business setup. Speak as though they are in from of business professionals.</p> <p>When experiencing group interview, students need to be more assertive when answering questions. Students that tend to be quiet stayed quiet.</p> <p>A possible change would be to interview three students at a time, instead of five or six.</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 oral presentation assessment tool was easy to follow and students could see an itemized list of areas that were assessed.</p> <p>Need to decide if interview assessment tool is effective enough, since some not all students respond to questions.</p>

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
Business Administrative Assistant	Business Administrative 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., SLO1, SLO2)
Demonstrate the use of a transcription/dictation machine using the proper ergonomics posture	Ergonomic Rubric	ISLO3
Transcribe business documents displaying correct formatting for business documents and demonstrating knowledge of proper grammar usage, and proofreading skills	Format, spelling & Grammar Rubric	ISLO1, ISLO2, ISLO3, SLO4
Transcribe a one-page business document in 15 minutes with no more than two errors.		

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 176 Date: December 10, 2010															
2. People involved in summarizing and evaluating data	Angie Ruiz, Business Professor Valerie Rodgers, Business Department Chair															
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Students were successful following the proper posture, while managing the dictation machine, as well as the new dictation software installed in each computer station.</p> <p>Outcome 2: By the end of the course a 90% of the students were formatting the documents correctly and a 75% were applying proper grammar and proofreading skills. This is a challenging course for students who are learning English as a Second Language.</p> <table border="1" data-bbox="402 779 816 1031"> <tr> <td>A</td> <td>22%</td> <td></td> <td>D</td> <td>0%</td> </tr> <tr> <td>B</td> <td>22%</td> <td></td> <td>F</td> <td>17%</td> </tr> <tr> <td>C</td> <td>35%</td> <td></td> <td>W</td> <td>.04%</td> </tr> </table> <p>Outcome 3: Due to the net words per minute students' type, it takes at least 50% of our students more than 15 minutes to type a medium size letter.</p>	A	22%		D	0%	B	22%		F	17%	C	35%		W	.04%
A	22%		D	0%												
B	22%		F	17%												
C	35%		W	.04%												
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Recommend websites were students can go to and practice pronunciation and listening techniques. Review vocabulary words with students before dictation. **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?																

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 Administrative Assistant	Business Administrative Assistant
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)
Apply formulas to calculate total cost, gross sales and total profit.	Project Assignment Rubric	SLO2, SLO3, SLO4
Design, analyze, and present a proposal using Office applications, simulating the need of a college snack bar.	Project Assignment Rubric	SLO1, SLO3, SLO5
In a simulated setting, communicate the snack bar proposal to a college Board of Directors.	Oral Presentation Rubric	SLO1, SLO2, SLO3, SLO4, SLO5

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: November, 2010																								
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.	<p>Outcome 1: Most students demonstrated proficiency in software mastery</p> <p>Outcome 2: Students demonstrated great organizational skills</p> <p>Outcome 3: Students need to assess the outcome of their project and adjust font sizes, center tables and be parallel when it comes to color.</p> <p>Excel Project: Created spreadsheet; calculated individual profit, sales and total profit; calculated total sales, cost, profit, % of profit, and highest and lowest profit.</p> <table border="1" data-bbox="407 785 1110 1073"> <thead> <tr> <th colspan="3">BUS 180 Lab Test A Excel Project 2</th> </tr> <tr> <th>Total Pts./Ltr. Grade</th> <th># of Students</th> <th>Percent %</th> </tr> </thead> <tbody> <tr> <td>400-360 / A</td> <td>6</td> <td>100-90%</td> </tr> <tr> <td>359-320/B</td> <td>4</td> <td>89-80%</td> </tr> <tr> <td>319-280/C</td> <td>4</td> <td>79-70%</td> </tr> <tr> <td>279-240/D</td> <td>4</td> <td>69-60%</td> </tr> <tr> <td>239-0/F</td> <td>4</td> <td>59-0%</td> </tr> <tr> <td>Students Absent</td> <td>2</td> <td></td> </tr> </tbody> </table>	BUS 180 Lab Test A Excel Project 2			Total Pts./Ltr. Grade	# of Students	Percent %	400-360 / A	6	100-90%	359-320/B	4	89-80%	319-280/C	4	79-70%	279-240/D	4	69-60%	239-0/F	4	59-0%	Students Absent	2	
BUS 180 Lab Test A Excel Project 2																									
Total Pts./Ltr. Grade	# of Students	Percent %																							
400-360 / A	6	100-90%																							
359-320/B	4	89-80%																							
319-280/C	4	79-70%																							
279-240/D	4	69-60%																							
239-0/F	4	59-0%																							
Students Absent	2																								
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	<p>I will teach them to assess their own project and identify areas that could be improved. An example would be to enlarge font size, center information from top to bottom, avoiding too much empty space.</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 evaluation assessment rubric was a great tool to follow. It showed consistency in the areas assessed and students could read areas achieved and areas to improve.</p>																								

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date: November 24, 2010
 Department Name: Office Administration

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

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

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: Compose a concise bulleted vertical list with an introductory statement for a procedural message.	Procedural Rubric	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5
Outcome 2: Deliver an organized, well-informed chapter presentation using PowerPoint.	Presentation Rubric	SLO1, SLO2, SLO3, SLO4
Outcome 3: Develop a typed resume	Resume 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

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

1. Course Number & Date of Assessment Cycle Completion	<p style="text-align: center;">Course: Bus 260</p> <p style="text-align: right;">Date: November 24, 2010 for Spring 2010 Semester</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: Overall, twenty-seven students scored well on the PowerPoint and oral presentation. Most presented information 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 minor errors. Students scored the lowest in the elocution and eye contact areas with low voices and info being read.</p> <p>33% 9 students A Demonstrated excellent skills 56% 15 students B Demonstrated good skills 11% 3 students C Demonstrated average 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.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form – Phase I

Date: November 24, 2010

Department Name: Business

Course Number/Title or Program Title: WE 201 Employment Readiness

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):
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:		
Outcome 4:		
Outcome 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

Student Learning Outcomes (SLO) Assessment Cycle Form – Phase II

1. Course Number & Date of Assessment Cycle Completion	Course: WE 201 Employment Readiness Date: November 24, 2010 for Spring 2010 semester
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: Twenty-seven students had the opportunity to edit and correct resumes before a final grade was taken. The final results:</p> <p>89% (24 students) = A (Outstanding proficiency) 07% (02 students) = B (Better than average proficiency) 04% (01 student) = C (Average proficiency)</p> <p>100% 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.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form – Phase I

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 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"/> 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 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:		
Outcome 4:		
Outcome 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

Student Learning Outcomes (SLO) Assessment Cycle Form – Phase II

1. Course Number & Date of Assessment Cycle Completion	Course: WE 210 General Work Experience Date: November 24, 2010 for Spring 2010 semester
2. People involved in summarizing and evaluating data	Judy Santistevan
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1: NO ASSESSMENT -- NO STUDENT ENROLLMENT FOR SPRING 2010
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.	

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form – Phase I

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 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: 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:		
Outcome 4:		
Outcome 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**

Student Learning Outcomes (SLO) Assessment Cycle Form – Phase II

1. Course Number & Date of Assessment Cycle Completion	<p style="text-align: center;">Course: WE 220 Internship</p> <p style="text-align: right;">Date: November 24, 2010 for Spring 2010 semester</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: Twenty-one students had the opportunity to edit and correct resumes before a final grade was taken. The final results:</p> <p>52% (11 students) = A (Outstanding proficiency) 43% (09 students) = B (Better than average proficiency) 05% (01 student) = C (Average proficiency)</p> <p>100% 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.	

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 10 Practical Accounting

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

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, vent, or otherwise discuss the process	

**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 as follows:

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) 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 Office Technician	Business Office Technician
Business Financial Services	Business Financial Services
Business Marketing	Business Marketing
Business Management	Business Management

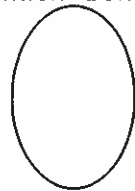
Does course satisfy a community college GE requirement(s)? Yes No N/A
If yes, check which requirement(s) below:

- | | |
|--|--|
| <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., SLO1, SLO2)
Using analytical and written skills in an oral presentation, persuade an audience of a certain point of view	Oral Presentation Evaluation Form	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 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 60 Date: 3-3-09																								
2. People involved in summarizing and evaluating data	Angie Ruiz, Associate Professor of Business Valerie Rodgers, Division Chair																								
3. Data Results Briefly summarize the results of the data you collected.	<p>Outcome 1: Most students came prepared and knew the content well. Students broke the habit of reading their notes</p> <p>Outcome 2: Since students chose their own topics, they demonstrated interest during presentations</p> <p>Outcome 3: Some students need to project their voice louder and speak slower while presenting</p> <p>Students were assigned to deliver a persuasive presentation Students were assessed by content and delivery techniques</p> <table border="1" data-bbox="402 856 1096 1144"> <thead> <tr> <th colspan="3">BUS 060 Oral Presentation</th> </tr> <tr> <th>Total Pts./Ltr. Grade</th> <th># of Students</th> <th>Percent %</th> </tr> </thead> <tbody> <tr> <td>140-126/A</td> <td>9</td> <td>100-90%</td> </tr> <tr> <td>125-112/B</td> <td>10</td> <td>89-80%</td> </tr> <tr> <td>111-98/C</td> <td>2</td> <td>79-70%</td> </tr> <tr> <td>97-84/D</td> <td>0</td> <td>69-60%</td> </tr> <tr> <td>83-0/F</td> <td>0</td> <td>59-0%</td> </tr> <tr> <td>Students Absent</td> <td>3</td> <td></td> </tr> </tbody> </table>	BUS 060 Oral Presentation			Total Pts./Ltr. Grade	# of Students	Percent %	140-126/A	9	100-90%	125-112/B	10	89-80%	111-98/C	2	79-70%	97-84/D	0	69-60%	83-0/F	0	59-0%	Students Absent	3	
BUS 060 Oral Presentation																									
Total Pts./Ltr. Grade	# of Students	Percent %																							
140-126/A	9	100-90%																							
125-112/B	10	89-80%																							
111-98/C	2	79-70%																							
97-84/D	0	69-60%																							
83-0/F	0	59-0%																							
Students Absent	3																								
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Reinforce the importance of voice projection, to follow an appropriate pace, and maintain eye contact and professionalism.																								
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 oral presentation evaluation form allowed me to assess students in many areas. They were not only assessed in delivery techniques, but also content.</p> <p>The evaluation form used was effective and students were able to see areas that need improvement.</p>																								

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 061 Business English

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):
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

1. 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 discuss the process.	

**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 16, 2009
 Department Name: Office Administration

Course Number/Title or Program Title: Bus 156 Keyboarding: Speed and Accuracy

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):
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 <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
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.</p> <p>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

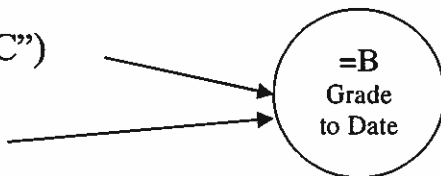
50% Progress*(Speed Average minus Base Score)

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:

42 Speed Average (which is a "C")
-20 Base Score
22 Progress (which is an "A")



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
Design and create an itemized agenda with the daily events	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

2.17.2011

SLO Committee Rep./ Date:

The ASSESSMENT CYCLE: Closing the Assessment Loop

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.	<p>Outcome 1: Most students demonstrated proficiency in software mastery</p> <p>Outcome 2: Students demonstrated great organizational skills</p> <p>Outcome 3: Students need to assess the outcomes of their project and adjust font sizes, center tables and be parallel when it comes to color.</p> <p>Chapter 4 Hands-on Exam Students created a proposal adding the following features:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">BUS 164 Test Chapter 4</th> </tr> <tr> <th>Total Pts./Ltr. Grade</th> <th># of Students</th> <th>Percent %</th> </tr> </thead> <tbody> <tr> <td>400-360 / A</td> <td>16</td> <td>100-90%</td> </tr> <tr> <td>359-320/B</td> <td>8</td> <td>89-80%</td> </tr> <tr> <td>319-280/C</td> <td>2</td> <td>79-70%</td> </tr> <tr> <td>279-240/D</td> <td>0</td> <td>69-60%</td> </tr> <tr> <td>239-0/F</td> <td>0</td> <td>59-0%</td> </tr> <tr> <td>Students Absent</td> <td>0</td> <td></td> </tr> </tbody> </table>	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	
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 would be to enlarge font size, center information from top to bottom, avoiding too much empty space. <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 evaluation assessment rubric was a great tool to follow. It showed consistency in the areas assessed and final grade.																								

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

Date: March 16, 2009
 Department Name: Office Administration

Course Number/Title or Program Title: Bus 167 Business Calculations

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 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 <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
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	Course: Bus 167 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: 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.	Based on the above results, I don't plan to make any changes. <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, it indicated knowledge of basic math skills using a 10-key calculator. No, I don't plan the assessment for next year.
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) 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 Administrative Assistant	Business Administrative Assistant
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 |
|--|--|

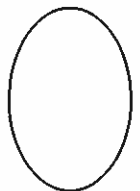
Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., SLO1, SLO2)
Apply formulas to calculate total cost, gross sales and total profit.	Project Assignment Rubric	SLO2, SLO3, SLO4
Design, analyze, and present a proposal using Office applications, simulating the need of a college snack bar.	Project Assignment Rubric	SLO1, SLO3, SLO5
In a simulated setting, communicate the snack bar proposal to a college Board of Directors.	Oral Presentation Rubric	SLO1, SLO2, SLO3, SLO4, SLO5

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

2.17.2011

SLO Committee Rep./ Date:



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.	<p>Outcome 1: Most students demonstrated proficiency in software mastery</p> <p>Outcome 2: Students demonstrated great organizational skills</p> <p>Outcome 3: Students need to assess the outcome of their project and adjust font sizes, center tables and be parallel when it comes to color.</p> <p>Excel Project: Created spreadsheet; calculated individual profit, sales and total profit; calculated total sales, cost, profit, % of profit, and highest and lowest profit.</p> <table border="1" data-bbox="402 789 1105 1079"> <thead> <tr> <th colspan="3">BUS 180 Lab Test A Excel Project 2</th> </tr> <tr> <th>Total Pts./Ltr. Grade</th> <th># of Students</th> <th>Percent %</th> </tr> </thead> <tbody> <tr> <td>400-360 / A</td> <td>6</td> <td>100-90%</td> </tr> <tr> <td>359-320/B</td> <td>4</td> <td>89-80%</td> </tr> <tr> <td>319-280/C</td> <td>4</td> <td>79-70%</td> </tr> <tr> <td>279-240/D</td> <td>4</td> <td>69-60%</td> </tr> <tr> <td>239-0/F</td> <td>4</td> <td>59-0%</td> </tr> <tr> <td>Students Absent</td> <td>2</td> <td></td> </tr> </tbody> </table>	BUS 180 Lab Test A Excel Project 2			Total Pts./Ltr. Grade	# of Students	Percent %	400-360 / A	6	100-90%	359-320/B	4	89-80%	319-280/C	4	79-70%	279-240/D	4	69-60%	239-0/F	4	59-0%	Students Absent	2	
BUS 180 Lab Test A Excel Project 2																									
Total Pts./Ltr. Grade	# of Students	Percent %																							
400-360 / A	6	100-90%																							
359-320/B	4	89-80%																							
319-280/C	4	79-70%																							
279-240/D	4	69-60%																							
239-0/F	4	59-0%																							
Students Absent	2																								
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 would be to enlarge font size, center 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 SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	The evaluation assessment rubric was a great tool to follow. It showed consistency in the areas assessed and students could read areas achieved and areas to improve.																								

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

1. Course Number & Date of Assessment Cycle Completion	Course: WE 201	Date: 6/24/09
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Date:	December 10, 2009
Department Name:	Applied Sciences

Course Number/Title or Program Title: WE 201 Employment Readiness Class

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

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>2. People involved in summarizing and evaluating data</p>	<p>Judy Santistevan</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<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>
<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 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>
<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 an effective student learning objective and method of evaluation.</p> <p>No, I don't plan to change the 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: 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) Assessment Cycle Form

1. Course Number & Date of Assessment Cycle Completion	Course: WE 210	Date: 6/24/09
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Date:	December 10, 2009
Department Name:	Applied Sciences

Course Number/Title or Program Title: WE 210 General Work Experience

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):
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

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

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 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

Session

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

Student: _____
 VC 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.		
	<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

1. Course Number & Date of Assessment Cycle Completion	Course: WE 220	Date: 6/24/09
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Date:	December 10, 2009
Department Name:	Applied Sciences

Course Number/Title or Program Title: WE 220 Internship

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

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>2. People involved in summarizing and evaluating data</p>	<p>Judy Santistevan</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<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>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<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>
<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. 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>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	

STUDENT LEARNING OBJECTIVES

Imperial Valley College
Cooperative Work Experience Education
P.O. Box 158

Date: _____

Session	Fall	Spring	Summer	Year
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Student: _____
VC Coord/Instr: _____

Supervisor: _____
Organization: _____

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OBJECTIVES

Evaluation Date: _____

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Student

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