Part 2 – Comprehensive Program Review   Spring 2011

Program Name:
LEGAL ASSISTANT

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.

    1.   Improve curriculum to meet requirements for jobs in the industry. Accomplished
    2.   Improve student access, retention, and success. Partially accomplished. Access improved through scheduling plan. Data is not available for a comparison of retention and success rates.

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 were identified for Bus 126 Business and the Legal Environment and assessments were done using fall 08 data and fall 09 data. Bus 126 is not only a required course in the Legal Assistant Program but is also required for the Business Transfer Program and the Administrative Assistant Program; therefore, it is offered each semester. SLOs were also identified for WE 201 and WE 220 Employment Readiness and Internship courses which are acceptable courses for the Legal Assistant Program as well as acceptable courses for other programs; therefore, taught each semester.   Assessments were done using fall 08 data and spring 10 data.

    There has been difficulty identifying and assessing SLOs for the legal assistant courses required to complete the program. First, courses are not repeated each semester. In order to follow a scheduling plan that maximizes enrollment, the Legal Assistant courses are offered on a four

semester staggered schedule, with two or three different courses being offered each semester. Second, instructors for legal assistant courses are adjuncts who have expertise in the law and a commitment to the program, but they will teach a course one semester and not the next. Staggering the scheduling of courses within the program makes it difficult to identify and assess SLOs with continuity. We have been fortunate to have a commitment from local attorneys to teach in the program, but budget issues have made it difficult to pay adjuncts for identifying and assessing SLOs. However, an effort will be made to have a full-time instructor work with adjuncts in the program during the spring 2011 semester to identify SLOs for courses offered: LEGL 120 Corporations; LEGL 121 Legal Research; and LEGL 127 Family Law.

Legal Assistant
Program-level learning outcomes and assessment strategies:

Beginning Level: Bus 126; Engl 101, Legl 115
Outcome: Analyze legal cases and present the results in college level reading and writing standards; demonstrate expertise using terminology and technology required for work in the legal industry; show understanding of legal specialties.
Ways to assess: Research, writing assignments, exams, skill demonstration

Intermediate Level: Legl 116, 117, 119, 120, 125, 126, 127, 128, 129
Outcome: Demonstrate understanding of systems and procedures for administration of a law office; demonstrate understanding of criminal litigation practice and procedure; theory, concept, and rules of civil procures; and the types of business formation and law office procedures for selecting and setting up businesses.
Way(s) to assess: Interviews, simulations, presentations, exams, skill demonstration

Advanced Level: Legl 121, WE 201 and WE 220
Outcome: Demonstrate a comprehensive working knowledge and understanding of legal research materials and tools, show skill competency relating to acquiring and keeping a job, and show competency as an intern working in the legal industry.
Way(s) to assess: Projects, presentations, legal memoranda and briefs, exams, resume, mock interviews, skill demonstration, internship

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
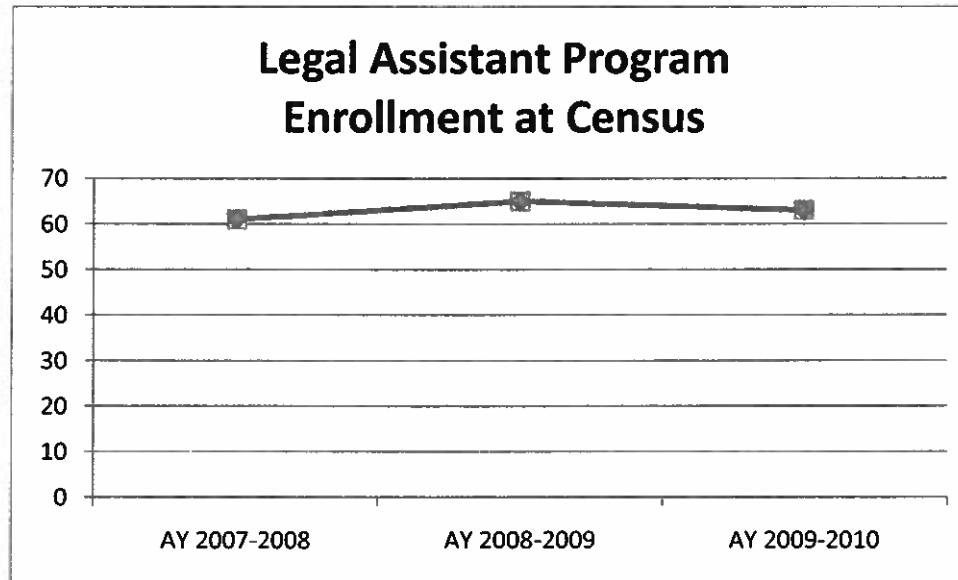
Enrollment did not change significantly over the three-year period. Total enrollment for academic year 2007-08 was 61, for 2008-09 it was 65, and for 2009-10 it was 63. The trend does indicate an increase in demand, although it does hold steady over the three-year period which indicates an ongoing need for the program.

Legal Assistant Program
Average Number of Students per Section

70		
60		
50		
40		
30		
20		
10		
0		
AY 2007-2008	AY 2008-2009	AY 2009-2010
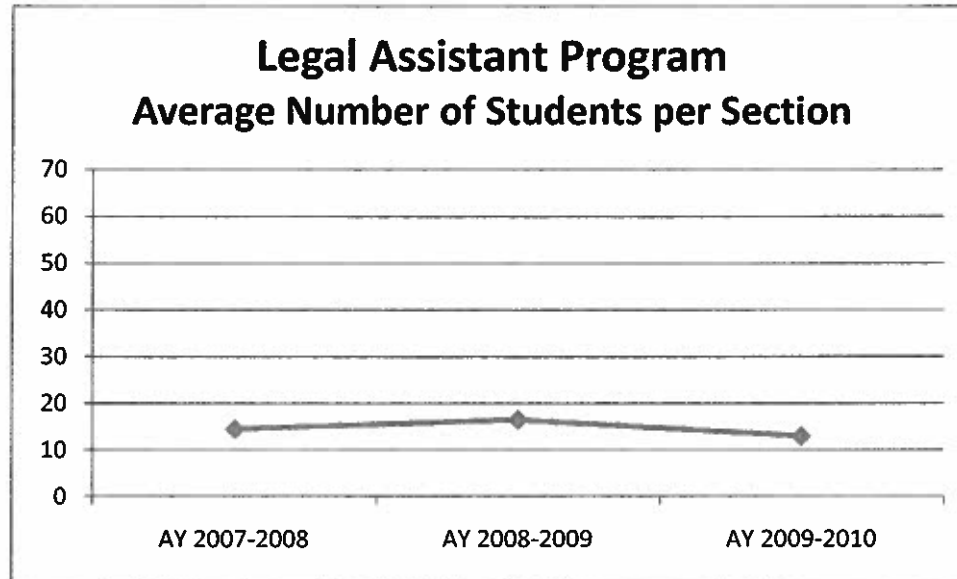
The average number of students for each academic year did not change significantly; maintaining approximately a 50% ratio to maximum quota. For academic year 2007-08 average number of students was 14, for 2008-09 it was 15, and for 2009-10 it was 13.

Legal Assistant Program
Success Rate/Retention Rate
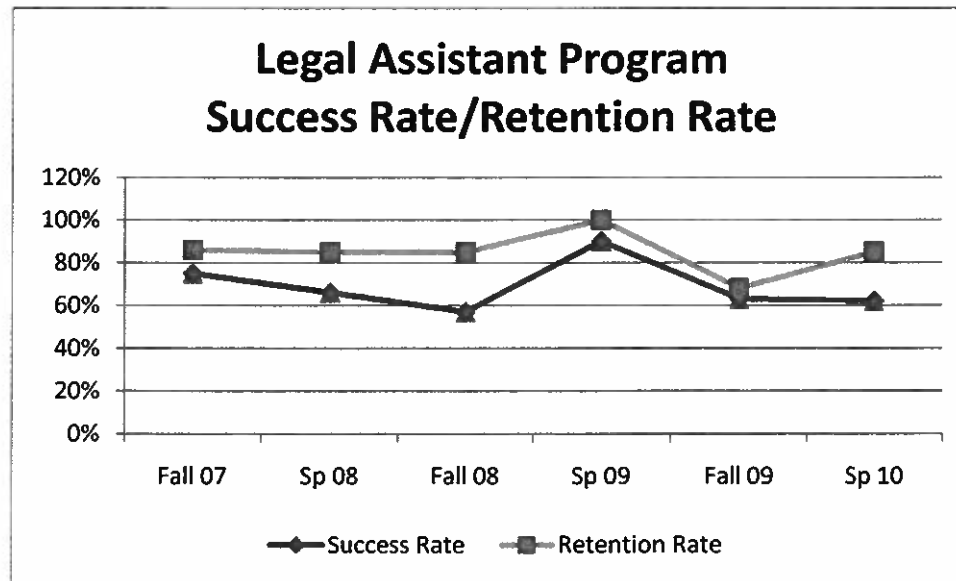
The data in the chart above illustrate the success rate, which is the number of students earning a "C" or better in program courses; they also illustrate the retention rate, the percentages of students completing a program course with a grade of at least "C". The average rates have held constant.

FTES/FTEF Data

FTES per FTEF data, which is outlined in Section 6 below, indicates an overall 7.5 ratio. Although the rate is low, offering this program provides a service to our legal community. Unless students travel at least two hours, there is no other paralegal training available to them. In addition, the data demonstrate there is not a need for a full-time Legal Assistant program faculty member.

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 legal assistant program provides education and training for students considering a career in the legal industry as paralegals working under the direct supervision of lawyers in the public and private sectors.

Currently the legal assistant program courses are taught by two full-time faculty members and three adjunct faculty members. Bus 126 Business and the Legal Environment and the work experience courses are required for other programs; thus there are no enrollment issues. The legal assistant courses specific to this program do not normally fill to cap when offered, but because they are taught by adjunct instructors, the demand is enough to be cost effective.

IVC faculty and staff met with an advisory group made up of local attorneys in 2009-10 to create a scheduling plan, review the program curriculum, and make revisions for the 2010-11 IVC General Catalog. Revisions approved by the Curriculum and Instruction Committee which gave students the opportunity to upgrade their skills and to become employable. The program courses meet the need for the high caliber legal assistants that are needed in the community.   The scheduling plan which was developed at that time has been followed, with local attorneys rotating to teach in the program as adjunct instructors. Courses are scheduled in the evening to allow students already working in the field access. The enrollment holds steady at an average of 16 students per course.

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 dip in the local economy may negatively affect the job market as local attorneys may be less willing and/or able to hire new legal assistants within the next few years. In addition, continuously evolving computer assisted legal research technologies present a challenge to keeping the program current and up to date.

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.

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.

Continue to work with the legal community through advisory committee meetings to provide a quality program that meets industry needs.

Improve success and retention rates through development of SLOs for the program

Work with Dean of Economic and Workforce development to collect data that verifies students are employed after completing program

Work with program faculty to determine need for student certification by National Association of Legal Assistants.

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.

SLO assessments will continue to be updated for Bus 126 Business and the Legal Environment and for the work experience courses. These are courses in the program which are offered each semester by full time instructors. Through the annual budgeting process, funds have been requested to pay adjunct instructors for their time identifying SLOs in legal assistant courses as they are taught each semester. A full time faculty member will assist in this project. Assessments will be done as the course is offered using the scheduling plan.

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

The obstacles include funds to pay adjunct instructors to continue the program. Funds are also an obstacle to pay adjuncts for assessing and identifying SLOs.

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

State budget issues

D. Program Data

<table>
<thead>
<tr><th rowspan="2">Course</th><th colspan="4">Fall</th><th colspan="4">Spring</th><th colspan="4">Summer</th><th colspan="4">Winter</th><th rowspan="2">Grand Total</th></tr>
<tr><th>2007</th><th>2008</th><th>2009</th><th>Total</th><th>2008</th><th>2009</th><th>2010</th><th>Total</th><th>2007</th><th>2008</th><th>2009</th><th>Total</th><th>2008</th><th>2009</th><th>2010</th><th>Total</th></tr>
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<tr><td>LEGL 115</td><td></td><td>24</td><td></td><td>24</td><td></td><td></td><td>15</td><td>15</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>39</td></tr>
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<tr><td>LEGL 119</td><td></td><td></td><td></td><td></td><td></td><td>10</td><td></td><td>10</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>10</td></tr>
<tr><td>LEGL 120</td><td></td><td></td><td>15</td><td>15</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>15</td></tr>
<tr><td>LEGL 121</td><td></td><td></td><td>17</td><td>17</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>17</td></tr>
<tr><td>LEGL 123</td><td>15</td><td></td><td></td><td>15</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>15</td></tr>
<tr><td>LEGL 124</td><td>13</td><td></td><td></td><td>13</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>13</td></tr>
<tr><td>LEGL 125</td><td></td><td></td><td></td><td></td><td>17</td><td></td><td>9</td><td>26</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>26</td></tr>
<tr><td>LEGL 126</td><td></td><td></td><td></td><td></td><td>16</td><td></td><td></td><td>16</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>16</td></tr>
<tr><td>Total</td><td>28</td><td>40</td><td>32</td><td>100</td><td>33</td><td>25</td><td>31</td><td>89</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>189</td></tr>
</tbody>
</table>

Program Review - Legal Assistant Program
Enrollment Count at Census

Legal Assistant 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	
LEGL 115		24		24			15	15									20
LEGL 116		16		16			7	7									12
LEGL 117						15		15									15
LEGL 119						10		10									10
LEGL 120			15	15													15
LEGL 121			17	17													17
LEGL 123	14			14													14
LEGL 124	13			13													13
LEGL 125					14		9	12									12
LEGL 126					15			15									15
Avg.	14	20	16	17	15	13	10	12									14

Legal Assistant 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	
LEGL 115		63%		63%			47%	47%									55%
LEGL 116		69%		69%			71%	71%									70%
LEGL 117						47%		47%									47%
LEGL 119						80%		80%									80%
LEGL 120			73%	73%													73%
LEGL 121			41%	41%													41%
LEGL 123	73%			73%													73%
LEGL 124	77%			77%													77%
LEGL 125					86%		67%	76%									76%
LEGL 126					93%			93%									93%
Avg.	75%	66%	57%	66%	90%	63%	62%	70%									68%

Legal Assistant 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	
LEGL 115		83%		83%			93%	93%									88%
LEGL 116		88%		88%			71%	71%									79%
LEGL 117						47%		47%									47%
LEGL 119						90%		90%									90%
LEGL 120			87%	87%													87%
LEGL 121			82%	82%													82%
LEGL 123	87%			87%													87%
LEGL 124	85%			85%													85%
LEGL 125					100%		89%	94%									94%
LEGL 126					100%			100%									100%
Avg.	86%	85%	85%	85%	100%	68%	85%	84%									85%

Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
LEGL	200910	Fall	2008	LEGL115	4	8	3		5			0	4	24	62.5%	83.3%
LEGL	201020	Spr.	2010	LEGL115	4		3		7			0	1	15	46.7%	93.3%
LEGL	200910	Fall	2008	LEGL116	3	6	2		3			0	2	16	68.8%	87.5%
LEGL	201020	Spr.	2010	LEGL116	2	3						0	2	7	71.4%	71.4%
LEGL	200920	Spr.	2009	LEGL117	4	3						0	8	15	46.7%	46.7%
LEGL	200920	Spr.	2009	LEGL119	7	1			1			0	1	10	80.0%	90.0%
LEGL	201010	Fall	2009	LEGL120	6	1	4		2			0	2	15	73.3%	86.7%
LEGL	201010	Fall	2009	LEGL121	4	3		1	6			0	3	17	41.2%	82.4%
LEGL	200810	Fall	2007	LEGL123	5	5	1		2			0	2	15	73.3%	86.7%
LEGL	200810	Fall	2007	LEGL124	4	2	4		1			0	2	13	76.9%	84.6%
LEGL	200820	Spr.	2008	LEGL125	8	1	3		2			0		14	85.7%	100.0%
LEGL	201020	Spr.	2010	LEGL125	5	1			2			0	1	9	66.7%	88.9%
LEGL	200820	Spr.	2008	LEGL126	6	3	5		1			0		15	93.3%	100.0%

Legal Assistant 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	
LEGL 115		2.5		2.5			1.6	1.6									4.0
LEGL 116		1.7		1.7			0.7	0.7									2.4
LEGL 117						1.6		1.6									1.6
LEGL 119						1.0		1.0									1.0
LEGL 120			1.6	1.6													1.6
LEGL 121			1.8	1.8													1.8
LEGL 123	1.5			1.5													1.5
LEGL 124	1.3			1.3													1.3
LEGL 125					1.8		0.9	2.7									2.7
LEGL 126					1.7			1.7									1.7
Total	2.9	4.1	3.3	10.3	3.4	2.6	3.2	9.2									19.6

Legal Assistant 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	
LEGL 115		0.20		0.20			0.20	0.20									0.40
LEGL 116		0.20		0.20			0.20	0.20									0.40
LEGL 117						0.20		0.20									0.20
LEGL 119						0.20		0.20									0.20
LEGL 120			0.20	0.20													0.20
LEGL 121			0.20	0.20													0.20
LEGL 123	0.20			0.20													0.20
LEGL 124	0.20			0.20													0.20
LEGL 125					0.20		0.20	0.40									0.40
LEGL 126					0.20			0.20									0.20
Total	0.40	0.40	0.40	1.20	0.40	0.40	0.60	1.40									2.60

Legal Assistant 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	
LEGL 115		12.4		12.4			7.8	7.8									10.1
LEGL 116		8.3		8.3			3.6	3.6									6.0
LEGL 117						7.8		7.8									7.8
LEGL 119						5.2		5.2									5.2
LEGL 120			7.8	7.8													7.8
LEGL 121			8.8	8.8													8.8
LEGL 123	7.7			7.7													7.7
LEGL 124	6.7			6.7													6.7
LEGL 125					8.8		4.7	6.7									6.7
LEGL 126					8.3			8.3									8.3
Avg.	7.2	10.4	8.3	8.6	8.5	6.5	5.4	6.6									7.5

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

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:

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:

☐ American Institutions   ☐ Language and Rationality – English Composition
☐ Health Education   ☐ Language and Rationality – Communication and Analytical Thinking
☐ Physical Education / Activity ☐ Natural Science
☐ Math Competency   ☐ Humanities
☐ Reading Competency   ☐ 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

2. People involved in summarizing and evaluating data	Judy Santistevan
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** Students had the opportunity to edit and correct resume before a final grade was taken. The final results: 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) 95% of students demonstrated average to outstanding proficiency.
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. ****Will this include a change to the curriculum (i.e. course outline)? <u>No</u>**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Yes, it was an effective student learning objective and method of evaluation. No, I don't plan to change the assessment for next year.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

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

1. Course Number & Date of Assessment Cycle Completion	Course: WE 210 Date: 6/24/09

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:

☐ American Institutions   ☐ Language and Rationality – English Composition
☐ Health Education   ☐ Language and Rationality – Communication and Analytical Thinking
☐ Physical Education / Activity   ☐ Natural Science
☐ Math Competency   ☐ Humanities
☐ Reading Competency   ☐ 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.	**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: Two students were in this section. Both students earned identified and earned outstanding accomplishment ratings.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	I do not plan to make any changes. ****Will this include a change to the curriculum (i.e. course outline)?** __No__
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Yes, 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. No, I don't plan to change the assessment for next year.
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

2/16/2011 9:38 AM   2

Session		Fall			Spring			Summer	Year

Student: _____   Supervisor: _____

VC Coord/Instr: _____   Organization: _____

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

OBJECTIVES

Evaluation Date: _____

Grading Rubric

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

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

AGREEMENT

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

_____   _____   _____
Site Supervisor   **Student**   **Coordinator/Instructor**

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

1. Course Number & Date of Assessment Cycle Completion	Course: WE 220 Date: 6/24/09

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:

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:

☐ American Institutions
☐ Health Education
☐ Physical Education / Activity
☐ Math Competency
☐ Reading Competency

☐ Language and Rationality – English Composition
☐ Language and Rationality – Communication and Analytical Thinking
☐ Natural Science
☐ Humanities
☐ Social and Behavioral Sciences

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

2. People involved in summarizing and evaluating data	Judy Santistevan
3. Data Results Briefly summarize the results of the data you collected.	**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: 67% (10 students) = Outstanding accomplishment 20% (3 students) = Better than average accomplishment 13% (2 students) = Average accomplishment
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	I do not plan to make any changes. ****Will this include a change to the curriculum (i.e. course outline)? No**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Yes, 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.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

STUDENT LEARNING OBJECTIVES

Imperial, CA 92251
(760) 355-6180 .

Date: _____

Session | Fall | Spring | Summer | Year |

tudent: _____ **Supervisor:** _____

VC Coord/Instr:_____ **Organization:** _____

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

)BJECTIVES   *Evaluation Date:* _____

Grading Rubric

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

Rating

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

\GREEMENT

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**

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

Date: | June 4, 2010
Department Name: | Business

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

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

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

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

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

☐ American Institutions   ☐ Language and Rationality – English Composition
☐ Health Education   ☐ Language and Rationality – Communication and Analytical Thinking
☐ Physical Education / Activity ☐ Natural Science
☐ Math Competency   ☐ Humanities
☐ Reading Competency   ☐ Social and Behavioral Sciences

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

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

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

1. Course Number & Date of Assessment Cycle Completion	Course: BUS 126 Date: June 4, 2010
2. People involved in summarizing and evaluating data	Jeff Beckley and Craig Blek
3. Data Results Briefly summarize the results of the data you collected.	**Outcome 1:** Papers were evaluated in which students were required to perform analysis of three separate legal cases. Students were expected to analyze a set of facts, keying on the critical facts; to recognize the legal issue that arises from those facts; to decide which law would be properly applied to resolve the legal issue; then to apply the law to the facts and reach an appropriate conclusion. A "written paper" rubric with a 30-point scale was used to evaluate the papers. The rubric included such areas as organization, creativity and completeness, factual conclusions, legal conclusions and overall presentation. Forty-one students attempted the paper. Of these, twenty-eight passed the paper with a score of 70% or above and thirteen did not pass with the required score, for an effective pass rate of sixty-eight percent. Of those not passing, four were negatively affected by either (1) not turning the paper in on time, which resulted in a 9-point deduction, or (2) not analyzing all the cases, which resulted in a 10-point deduction per missed case. Three more scored within one point of a passing grade. The most common problem for the others not passing was poor legal analysis and poor factual analysis in combination with poor written presentation. Also, of those not passing the paper, six performed well enough on the final exam, which basically consists of the same analysis as that required in the paper, to pass the course with a score of 70% or above. This seemingly indicates that they continued to develop their analytical skills as the course progressed, which is an encouraging sign.
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	Even though I already stress legal analytical skills literally from Day One of every course, I intend to continue this to ensure that students have a clearer understanding of what it is and how it is done. To this end, I intend to assign more cases for practice as homework, because the best way to learn this skill is to practice it. I typically do not grade these cases, rather I expect students to do them as part of the learning process. Perhaps this is naïve. The cases are analyzed in class. However, I am considering some form of grading in an attempt to get more students to do the assigned work; work that is critical to developing an ability to adequately perform legal analysis ****Will this include a change to the curriculum (i.e. course outline)?** No
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing	I believe the process was effective. The assigned cases for the paper are extended versions of what is done in class and the paper itself is an excellent indicator for me as to which students are "getting it." I do intend to more specifically point out to students the "soft areas" of the paper—those that don't require factual and legal analysis—and to encourage students with poor writing skills to get help from the sources available on campus. Ultimately, student success on this paper is a result of work put in during the body of the course by the student in learning to look with a critical eye at legal problems. I will continue to stress to students the importance of "putting their time in," because those who

SLO to student)? If so, how?	do are typically successful on the paper and those who don't are typically unsuccessful.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

The ASSESSMENT CYCLE: Closing the Assessment Loop

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

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.

2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.

3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.

4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

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

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

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

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

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

☐ American Institutions ☐ Language and Rationality – English Composition
☐ Health Education ☐ Language and Rationality – Communication and Analytical Thinking
☐ Physical Education / Activity ☐ Natural Science
☐ Math Competency ☐ Humanities
☐ Reading Competency ☐ 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.	**Outcome 1:** Twenty-seven students had the opportunity to edit and correct resumes before a final grade was taken. The final results: 89% (24 students) = A (Outstanding proficiency) 07% (02 students) = B (Better than average proficiency) 04% (01 student) = C (Average proficiency) 100% of students demonstrated average to outstanding proficiency.
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. ****Will this include a change to the curriculum (i.e. course outline)? No**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Yes, it was an effective student learning objective and method of evaluation. No, I don't plan to change the assessment for next year.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

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

Date: | November 24, 2010

Department Name: | Business

Course Number/Title or Program Title: | WE 220 Internship

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:

☐ American Institutions   ☐ Language and Rationality – English Composition
☐ Health Education   ☐ Language and Rationality – Communication and Analytical Thinking
☐ Physical Education / Activity ☐ Natural Science
☐ Math Competency   ☐ Humanities
☐ Reading Competency   ☐ 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 220 Internship **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:** Twenty-one students had the opportunity to edit and correct resumes before a final grade was taken. The final results: 52% (11 students) = A (Outstanding proficiency) 43% (09 students) = B (Better than average proficiency) 05% (01 student) = C (Average proficiency) 100% of students demonstrated average to outstanding proficiency.
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. ****Will this include a change to the curriculum (i.e. course outline)? <u>No</u>**
5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?	Yes, it was an effective student learning objective and method of evaluation. No, I don't plan to change the assessment for next year.
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.	

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

Date: | March 30, 2009
Department Name: | Business

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

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

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

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

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

☐ American Institutions   ☐ Language and Rationality – English Composition
☐ Health Education   ☐ Language and Rationality – Communication and Analytical Thinking
☐ Physical Education / Activity ☐ Natural Science
☐ Math Competency   ☐ Humanities
☐ Reading Competency   ☐ Social and Behavioral Sciences

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

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

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

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

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

The ASSESSMENT CYCLE: Closing the Assessment Loop

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

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.

2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.

3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.

4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

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

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

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