

# IVCs "Assessment Cycle Form" – Phase I

## Service Area Outcomes (SAOs)

Date:   
 Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

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

Major(s):	Certificate(s):

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

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

Student Learning Outcome / Service Area Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
<b>Example:</b> Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Communication Skills - Provide students an opportunity to practice skills they are studying in their reading, writing, and ESL classes.	Attendance and lab use records and tutor/staff observation to show that students are taking advantage of the opportunity.	ISLO 1
Outcome 2: Critical Thinking Skills - Provide students an opportunity to practice critical thinking through reading/writing/ESL programs and software and discussions with tutors through Eng. 051 and 052, personal tutoring, and reading/writing pods.	Attendance and lab use records and tutor/staff observation to show that students are taking advantage of the opportunity.	ISLO 2
Outcome 3: Personal Responsibility - Provide students an opportunity to practice/develop a sense of personal responsibility through planning and completing their Lab work.	Assignment completion records indicate how responsible students are in planning and completing their work.	ISLO 3

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

## Service Area Outcomes (SAOs) Assessment Cycle Form – Phase II

<p><b>1. Course Number &amp; Date of Assessment Cycle Completion</b></p>	<p><b>Course:</b> The Reading/Writing/Language Lab has no course number, but helps students in mass from a variety of courses. However, the Reading/Writing Lab runs the ENGL 051 and 052 individualized skills labs each semester as needed.</p> <p><b>Date:</b> 18 May 2012</p>
<p><b>2. People involved in summarizing and evaluating data</b></p>	<p>Terry C. Norris, Norma Gonzalez, Angelica Hueso</p>
<p><b>3. Data Results</b> Briefly summarize the results of the data you collected.</p>	<p><b>Outcome 1:</b> Login/out records and staff observation indicate that students do participate in the programs.</p> <p><b>Outcome 2:</b> Student surveys indicate that students' use of the programs improves their skills and thinking ability.</p> <p><b>Outcome 3:</b> Lab work accomplishment records show that not all students exercise personal responsibility in planning and executing their Lab work.</p>
<p><b>4. Course / Program Improvement</b>  Please describe what change(s) you plan to implement based on the above results.</p>	<p>The programs in the Reading/Writing/Language Lab have been carefully developed, evaluated, and implemented by experts in the respective fields. They are subject to modification if need dictates, but the results of this assessment have not demonstrated that need.</p> <p><b>**Will this include a change to the curriculum (i.e. course outline)? NO</b></p>
<p><b>5. Next Year</b> Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO/SAO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The assessment process has helped us clarify the Lab's responsibilities and function. Since those responsibilities and function have not changed, the current assessment criteria seem adequate. If the nature of the Lab program changes, we will adjust the assessment criteria.</p>
<p><b>6. After-Thoughts</b> Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>While the hope is that students will improve their academic skills by participating in the various Reading/Writing/Language Lab programs, it is difficult for the Labs to assess the degree of progress, if any. Though there are assessment tools, they relate only to the students' performance on Lab assignments, not to an overall improvement of skills. The Lab simply provides ancillary work to help students "get the point" of what they are studying in class, so the real assessment would be the grade in the class, though how much the Lab work influenced the grade in the class would be difficult to determine. In short, the Lab provides support to for-credit classes, not learning outcomes, and so is not the place for assessment; that is the responsibility of the instructor.</p>