**IMPERIAL VALLEY COLLEGE**

**Student Learning Outcomes (SLO) Identification Form**

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| Department Name: | Business |  |  |

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| Course Number/Title or Program Title: | BUS 60 Essentials in Workplace Communication |

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| --- | --- |
| Contact Person: | Angie Ruiz |

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

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

If yes, check which requirement(s) below:

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| --- | --- | --- | --- | --- | --- |
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|  | | 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., 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*](mailto:toni.pfister@imperial.edu) *or X6546*

**\*Institutional Outcomes: SLO1** = communication skills; **SLO2** = critical thinking skills;

**SLO3** = personal responsibility; **SLO4** = information literacy; **SLO5** = global awareness

*3.3.2010 SLO Committee Rep./ Date:*

|  |  |
| --- | --- |
| **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. | **Outcome 1:** Most students came prepared and knew the content well. Students broke the habit of reading their notes  **Outcome 2:** Since students chose their own topics, they demonstrated interest during presentations  **Outcome 3:** Some students need to project their voice louder and speak slower while presenting  Students were assigned to deliver a persuasive presentation  Students were assessed by content and delivery techniques   |  |  |  | | --- | --- | --- | | 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.  **\*\*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 oral presentation evaluation form allowed me to assess students in many areas. They were not only assessed in delivery techniques, but also content.  The evaluation form used was effective and students were able to see areas that need improvement. |

**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.

1. 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.

1. 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.

1. 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.

1. 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.

1. 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.