**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: |

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

**\*Institutional Student Learning Outcomes: ISLO1** = communication skills; I**SLO2** = critical thinking skills;

**ISLO3** = personal responsibility; I**SLO4** = information literacy; I**SLO5** = 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. | **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:  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  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 |
| **4. Course / Program Improvement**  Please describe what change(s) you plan to implement based on the above results. | The chapter quiz was administered during the second week of class. 90% of the students scored a “C” or better.  **\*\*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 process. I won’t change the SLO. |
| **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 | •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 | •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 | •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 | •Many incorrect instances of punctuation and capitalization;  •Many incorrect instances of spelling; and/or  •Many incorrect identification and usage of parts of speech |