**IMPERIAL VALLEY COLLEGE**

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

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| Department Name: | Nursing and Health Technologies |  |  |

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| --- | --- |
| Course Number/Title or Program Title: | **AHP 130** |

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| --- | --- |
| Contact Person/Others Involved in Process: | Lead: Simon Marquez Others: Tina Aguirre |

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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): | | | | |  | |  |  |  |  |
| Pharmacy Technician (in 2010-2011) | Pharmacy Technician (in 2010-2011) | | | | |  | |  |  |  |  |
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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., ISLO1, ISLO2) | | |
|  | **Example:** Identify, create, critique, and refute oral and written arguments.  **The student will be able to:** | | | | | Debate + Debate rubric | | | ISLO1, ISLO2 | | |
|  | 1. perform dimensional analysis | | | | | Demonstrated on HW. | | | ISLO2, ISLO4 | | |
|  | 1. solve proportion and ratio problems proficiently, as required in the in the pharmacy. | | | | | Quiz- 4+ of 5 points possible. | | | ISLO2, ISLO4 | | |
|  | 1. solve mixture and allegation problems that arise in a typical pharmacy | | | | | Exam- 75% or higher on exam. | | | 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 Student Learning Outcomes: ISLO1** = communication skills; I**SLO2** = critical thinking skills;

**ISLO3** = personal responsibility; I**SLO4** = information literacy; I**SLO5** = global awareness

*2.8.2012 SLO Committee Rep./ Date:*

**SLO Cycle Assessment Form**

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| --- | --- | --- |
| **1. Course Number &**  **Date form was completed** | Course: AHP 130 | Date: |
| **2. People involved in summarizing & evaluating data (minimum of two)** | Simon Marquez  Tina Aguirre | |
| **3. Semester data were collected (e.g., Spring 2011)** | Fall 2011 | |
| **4. Please list the SLO(s) that was (were) assessed. Write it out.** | Student will be able to:   * perform dimensional analysis (ILO 2, ILO 4) * 2. solve proportion and ratio problems as required in the pharmacy.(ILO 2, ILO 4) * solve mixture and allegation problems that arise in a typical pharmacy(ILO 2, ILO 4) | |
| **5. Data results**  Briefly summarize the data. | 97% of all students passed exam with the minimum of 75% pass   * perform dimensional analysis * solve proportion and ratio problems * solve mixture and allegation problems | |
| **6a. Course/Program Improvements**  **Please describe what change(s) you plan to implement based on the above results**  **6b**. **Will this include a change to the curriculum (i.e., course outline)?**  Yes  No | I will consider maybe using more practice problems on the board just to reinforce learning  This was a good barometer for finding out what the student retained | |
| **7.** When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.  **How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?**  For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.  **IVC’s 5 ILOs:**  **ILO1 = Communication Skills**  **ILO2 = Critical Thinking Skills**  **ILO3 = Personal Responsibility**  **ILO4 = Information Literacy**  **ILO5 = Global Awareness** |  | |
| **8. Next year**  **Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?**  **If so, how?** | The exam method is useful to determine tong-term retention of information presented. I will continue to use this method of assessment. | |
| **9. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** |  | |

**The SLO Cycle Assessment Form Guidelines**

1. Please list the course number and date that the cycle assessment form was 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 member of the faculty, administration, staff or student population. Please list the names of all who were involved in summarizing or evaluating the data.

3. Include the semester when the data were collected (e.g., Spring 2011).

4. List the SLO(s) that was (were) assessed (e.g., “identify, create, and critique oral argument”).

5. Please summarize the data that you collected. Include how well students scored on the assessment. You might also include: how many instructors submitted data (fulltime, parttime); the types of data that were submitted (rubric scores, practical test results, etc); and, as appropriate, if a cross-section of classes (day, evening, online) were assessed. For example, if a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, on the rubric. Your original data results, or your raw data, should be kept within your department for three years.

6a. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that will be implemented based on the data. Changes might be made to class activities, assignment instructions, evaluations, 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 2012).

6b. Answer “Yes” or “No” to the curriculum question – if yes, please briefly explain.

7. This recently added section is very important because it allows us to document different ways that students are acquiring the 5 ILOs. We state that “Upon completion of a degree, program, or certificate, a student will complete coursework at Imperial Valley College demonstrating competency in communicating skills, critical thinking skills, personal responsibility, information literacy, and global awareness.” We need to demonstrate that this is occurring. Please refer to the “Strive for Five” form for more of an in-depth description of ILOs.

8. This provides 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 include them on next year’s syllabus.

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

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