

## Part 2 – Comprehensive Program Review

Spring 2011

Program Name: **Business Administration**

### 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.

Review courses to determine that appropriate content was being taught at IVC compared to other community colleges and universities. Accomplished

Gather information regarding textbooks, chapters covered, sample syllabi, and special assignments (e.g. term papers) from other community colleges and universities. Accomplished

Mentor adjunct faculty regarding course content, chapters to be covered, rigor, and grading in order to ensure that each business transfer course is taught at the appropriate college level and that there is continuity in the program. Accomplished

Work with the Business Advisory Committee to obtain feedback on community perceptions about IVC. Accomplished, committee met 2009-10

Review grading standards to be sure passing students can perform skills needed in the workplace. Accomplished through SLO process

Represent the department and the college professionally in activities involving other agencies and the business community. Accomplished

Review and revise the three-year scheduling plan to ensure that required courses are offered in a reasonable time frame for both day and evening students.

Keep abreast of lower-division course requirements at four-year institutions in order to ensure that IVC courses are transferable. Accomplished

Encourage advanced students to work as tutors. Accomplished

Review enrollment statistics to ensure course offerings are in line with student demand. If needed, request an additional full-time or part-time staff member. Accomplished

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 as 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 have been identified for all courses in the program. Except for Bus124, 136, 144, and 210, assessments have been completed on at least one outcome for each course. Assessments will be completed in 2010-11 for the exceptions. The summary below indicates the number of SLOs identified and the semester(s) for which data was assessed. Continuous assessment is planned on an ongoing semester-by-semester basis for quality improvement.

COURSE	TITLE	UNITS	SLOs Identified	Assessed for
BUS124	Intro to Business	3	1	*
BUS126	Business and the Legl Env	3	3	F09
BUS132	Business Mgmt	3	3	F09
BUS136	Human Relations in Mgmt	3	3	*
BUS144	Principles of Marketing	3	3	*
BUS210	Prin of Financial Accounting	4	3	*
BUS220	Prin of Managerial Accounting	4	4	F09
BUS260	Business Communications	3	3	S 09
ECON101	Intro to Micro Economics	3	3	F09 S10
ECON102	Intro to Macro Economics	3	3	F09 S10

\* Assessments will be completed in academic year 2010-11.

Program level SLOs and strategies to assess have also been developed as indicated below:

**Business Administration**

**Program-level Learning Outcomes and assessment strategies:**

**Beginning Level:** Bus 126, Bus 260, CIS 101

Outcome: Analyze legal cases and web information sources; synthesize, evaluate and communicate the results; analyze and apply best practices for business writing demonstrating writing competencies at the college level; develop and present oral presentations; describe the general characteristics of a computer system and identify types of computer hardware and software and explain their functions; demonstrate the use of a word processor, spreadsheet, and database application program by completing projects that require students to extend course content to real-world situations and manage and organize files and use data storage devices

Way(s) to assess: Exams, writing assignments, simulations, case studies, skill demonstration

**Intermediate Level:** Bus 210, CIS 108, Econ 101, Econ 102

Outcome: Show understanding of accounting applicable to recording and reporting of business transactions for proprietorships, partnerships, and corporations; utilize computerized financial software; analyze direction of production and the allocation of resources through the price-system, gross domestic product, money and banking, international business, and economic stabilization;

Way(s) to assess: Exams, writing assignments, simulations, case studies, model analysis, and skill demonstration

**Advanced Level: Bus 220**

Outcome: Show understanding of accounting information for use in decision-making, planning, directing operations, and controlling;

Way(s) to assess: Exams, group study and projects, oral and written reports, simulations, case studies, and skill demonstration

Strategy: Incorporate projects that require students to extend course content to a real-world situation. Students will be required to research a selected problem and potential solutions adequately to formulate recommendations. Students will also be required to document their research and their recommendations.

**Management/Marketing/Financial Services**

**Program-level Learning Outcomes and assessment strategies:**

**Beginning Level: Bus 124, Bus 132, Bus 148, CIS 101, CIS 124**

Outcome: : Show understanding of US business and industry and management theories and processes as they apply in the business world; analyze web information sources; synthesize, evaluate and communicate the results; describe the general characteristics of a computer system and identify types of computer hardware and software and explain their functions; demonstrate the use of a word processor, spreadsheet, and database application program by completing projects that require students to extend course content to real-world situations and manage and organize files and use data storage devices.

Ways to assess: Exams, writing assignments, simulations, case studies, skill demonstration

**Intermediate Level: Bus 126, Bus 210, Bus 260, Bus 136, Bus 144, CIS 125, Econ 101, Econ 102**

Outcome: Analyze legal cases and synthesize, evaluate and communicate the results; show understanding of accounting applicable to recording and reporting of business transactions for proprietorships, partnerships, and corporations;; analyze and apply best practices for business writing demonstrating writing competencies at the college level; develop and present oral presentations; use spreadsheets as a business tool; analyze direction of production and the allocation of resources through the price-system, gross domestic product, money and banking, international business, and economic stabilization.

Way(s) to assess: Exams, writing assignments, simulations, case studies, model analysis, and skill demonstration

**Advanced Level: Bus 220, WE 201, 220**

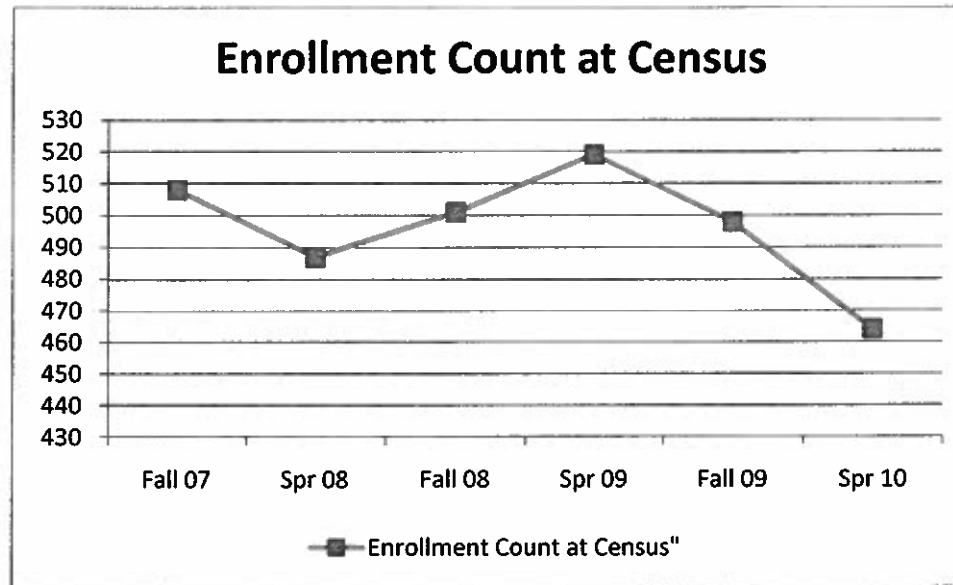
Outcome: : Show understanding of accounting information for use in decision-making, planning, directing operations, and controlling;; demonstrate legal, accounting, and human relations skills in the workplace through internship.

Way(s) to assess: Exams, group study and projects, oral and written reports, simulations, case studies, skill demonstration

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.

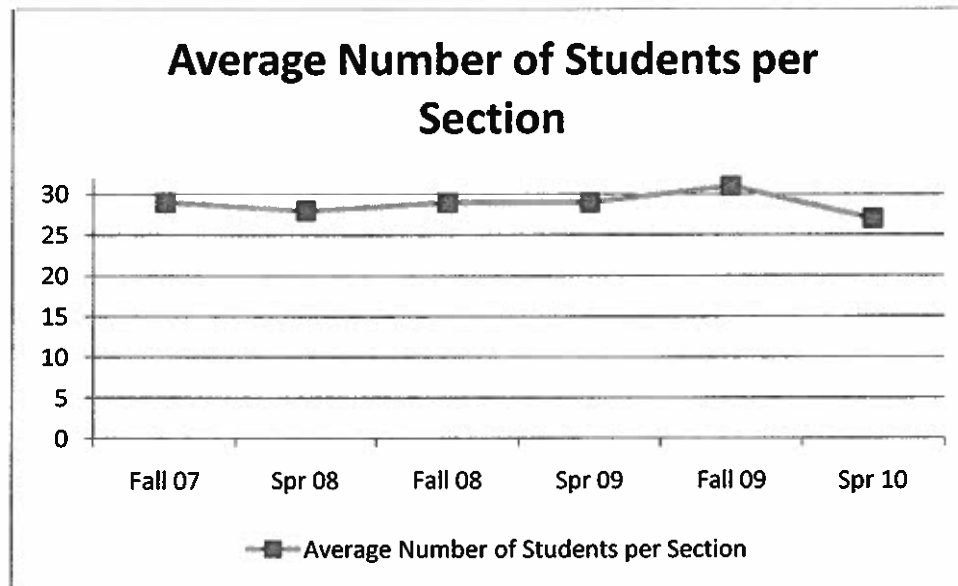
4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

#### Enrollment



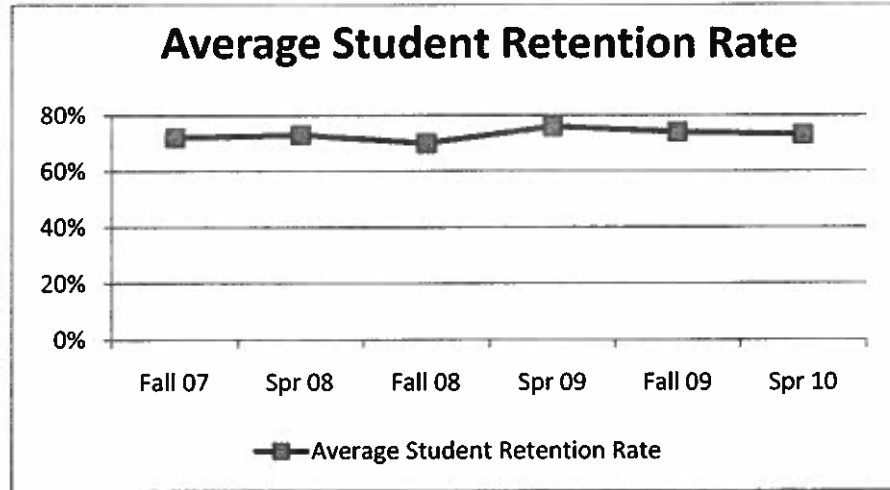
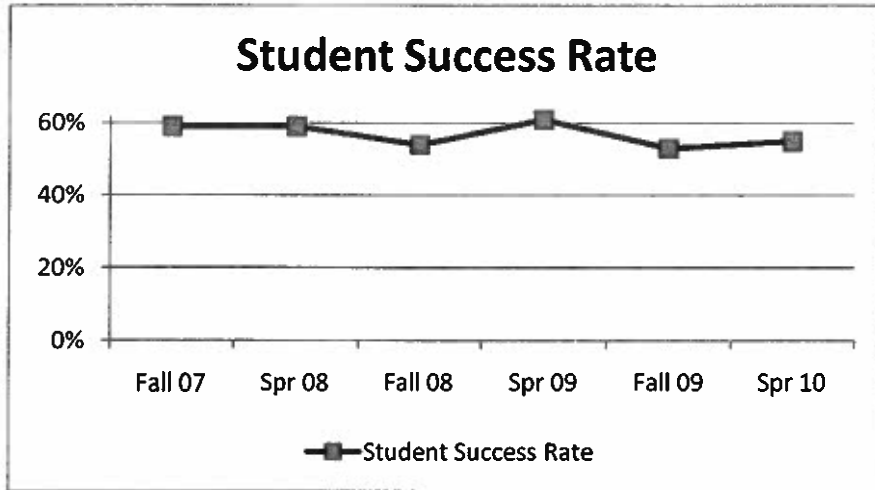
The chart above shows a decline in enrollment from 508 in fall 07 to 487 in spring 08. Although enrollment increased in fall 08 and spring 09 to 501 and 519 respectively, it declined again in fall 09 and spring 10 to a low of 460 for the three-year period. Business Administration faculty concluded that the implementation of a math prerequisite was a major factor in the decline in enrollment count.

## Students per Section



The average number of sections per student did not change significantly from semester to semester during the three-year period, with an average of 29 students per section.

## Success Rate/Retention Rate



The data in the charts 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 any grade except "W". The rates over the three-year period have been consistent.

### FTEs to FTEf DATA

The FTEs per FTEf ratio for the Business Administration Program averages 14.6 from fall 2007 through spring 2010. The Business Administration Program's ratios are in line with the ratios for the campus overall. The actual ratios for each semester are below:

Fall 2007:	15.1
Spring 2008:	14.0
Fall 2008:	14.9
Spring 2009:	13.2
Fall 2009:	15.7
Spring 2010:	14.7
Winter Ave:	12.7
Summer Ave:	15.8

**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 Business Administration Program is made up of majors and certificates in the areas of Business Administration, Management, Financial Services, and Marketing. Three full time faculty and 4 adjuncts teach the courses in this program, and approximately 15 sections are scheduled each semester. The majors and certificates included in this program share core courses.

**Business Administration**

The business transfer program is designed to offer all of the lower division business courses that are prerequisite to enrolling as an upper division business major at most universities. The business transfer faculty members are committed to teaching each transfer course with the appropriate content coverage and rigor in order that their students may excel in upper division course work.

A particular strength of the business transfer program has been the timely response to curriculum changes and articulation. We recently changed the curriculum of our financial and managerial accounting courses, and have for several years been teaching these courses on a five hour per week format which has helped maintain a high retention rate and has helped to make many of our students among the most competitive in their upper division business classes. We have begun to make more extensive use of group study and projects, oral and written reports, and case studies so that students may become more competitive both academically and professionally.

**Financial Services Programs**

The Business Financial Services program provides students with education and training needed for entry level positions in the banking and finance industry. These positions require students who are mature, adaptable, analytical, and who have good organizational and communication skills. Students who intend to pursue a four-year business degree should follow the Business Administration major.

**Marketing**

The Marketing program provides students with education and training needed for entry-level marketing positions in areas such as government, retail, banking, and hospitality. These positions require students who are mature, adaptable, analytical, and who have good organizational and communication skills. Students who intend to pursue a four-year business degree should follow the Business Administration major.

**Management**

The Business Management program provides students with education and training needed for entry level supervisory and management positions in areas such as government, retail, banking, and hospitality. These positions require students who are mature, adaptable, analytical, and who have good organizational and communication skills. Students who intend to pursue a four-year business degree should follow the Business Administration major.

**Financial Services, Marketing, and Management programs meet a labor market demand:** In the area of financial services, the LMI 2006-2016 the projections for Loan Officer shows a 20% increase from 50-60. Financial Managers are projected to grow 18.2%, an increase from 110-130; and tellers are projected to grow 16%, an increase from 360-420. In the area of marketing, LMI 2006-2016 Occupational Employment Projections for the El Centro Metropolitan Statistical Area (Imperial County) indicates that Advertising, Marketing, Promotions, Public Relations, and Sales Managers are projected to increase 23.5% from 170-210. This job category is listed as one of the fastest growing occupations in the El Centro area. There is also a projected increase in the area of management. The data indicated that farm, ranch, and other agricultural managers will grow 18%, from 870-1030; administrative managers will grow 16.7%, from 60-70; and retail sales supervisors will grow 17.7%, from 790-930.



**Business Administration Program Completers Fall 2007 – Spring 2010**

Academic Year	Bus Administration		Management		Finance		Marketing		Total
	Majors	Certificates	Majors	Certificates	Majors	Certificates	Majors	Certificates	
2007-08	29	n/a	4	0	0	0	4	0	37
2008-09	43	n/a	4	1	4	1	3	1	57
2009-10	22	n/a	6	1	4	1	4	0	38
Total	94	n/a	14	2	8	2	11	1	132

- Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

Employment factors have led to higher class demand, but budget issues have led to a reduction in the number of sections for students.

- List any significant issues or problems that the program is immediately facing.

Budget issues may affect funds to pay for instructors for the program. Prerequisites for Econ courses have had an impact on student enrollment.

**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.

Meet the demands of implementing a curriculum that addresses articulation issues at four-year colleges and universities

Upgrade and improve instructional delivery equipment/software.

Improve success and retention rates through implementation of SLOs

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.

Continue SLO timeline developed for the program. (See A.3 above) Courses will be evaluated and assessed each year.

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**

Program Review - Business Administration Program Enrollment Count at Census																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
BUS 124	36	28	36	100	15	44	48	107									207
BUS 126	84	81	86	251	87	86	89	262									513
BUS 132	24	29	33	86													86
BUS 136					27	27	25	79									79
BUS 144					21	14	32	67									67
BUS 210	104	109	112	325	86	94	63	243	21	26	19	66	23	20	24	67	701
BUS 220	44	49	24	117	50	46	57	153									270
ECON 101	110	103	104	317	105	108	89	302	39	33	43	115	18	28	31	77	811
ECON 102	106	102	103	311	96	100	61	257		34	41	75	18	30		48	691
<b>Total</b>	<b>508</b>	<b>501</b>	<b>498</b>	<b>1507</b>	<b>487</b>	<b>519</b>	<b>464</b>	<b>1470</b>	<b>60</b>	<b>93</b>	<b>103</b>	<b>256</b>	<b>59</b>	<b>78</b>	<b>55</b>	<b>192</b>	<b>3425</b>

**Business Administration Program  
Number of Sections**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
BUS 124	1	1	1	3	1	2	2	5									8
BUS 126	3	3	3	9	3	3	3	9									18
BUS 132	1	1	1	3													3
BUS 136					1	1	1	3									3
BUS 144					1	1	1	3									3
BUS 210	4	4	4	12	3	3	2	8	1	1	1	3	1	1	1	3	26
BUS 220	2	2	1	5	2	2	2	6									11
ECON 101	3	3	3	9	3	3	3	9	1	1	1	3	1	1	1	3	24
ECON 102	3	3	3	9	3	3	3	9		1	1	2	1	1		2	22
<b>Total</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>50</b>	<b>17</b>	<b>18</b>	<b>17</b>	<b>52</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>8</b>	<b>118</b>

**Business Administration 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	
BUS 124	35	28	36	33	15	22	24	21									26
BUS 126	28	27	29	28	29	29	30	29									29
BUS 132	24	29	33	29													29
BUS 136					27	27	25	26									26
BUS 144					21	14	32	22									22
BUS 210	26	27	28	27	28	31	32	30	21	26	19	22	23	20	24	22	27
BUS 220	22	25	24	23	25	23	29	26									25
ECON 101	36	34	35	35	34	36	29	33	39	33	43	38	18	28	31	26	34
ECON 102	34	34	34	34	32	33	20	29		34	41	38	18	30		24	31
Avg.	29	29	31	30	28	29	27	28	30	31	34	32	20	26	28	24	29

**Business Administration 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	
BUS 124	58%	46%	53%	53%	33%	50%	58%	47%									50%
BUS 126	48%	40%	39%	42%	43%	52%	35%	43%									43%
BUS 132	79%	66%	58%	67%													67%
BUS 136					63%	70%	44%	59%									59%
BUS 144					86%	63%	53%	67%									67%
BUS 210	57%	63%	57%	59%	58%	57%	62%	59%	81%	81%	63%	75%	65%	90%	92%	82%	69%
BUS 220	75%	70%	63%	69%	76%	80%	60%	72%									71%
ECON 101	44%	38%	49%	44%	53%	61%	61%	58%	79%	82%	84%	82%	67%	43%	77%	62%	62%
ECON 102	53%	57%	52%	54%	57%	56%	67%	60%		71%	78%	74%	83%	73%		78%	65%
Avg.	59%	54%	53%	55%	59%	61%	55%	58%	80%	78%	75%	77%	72%	69%	85%	74%	62%

**Business Administration 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	
BUS 124	58%	57%	56%	57%	33%	68%	71%	57%									57%
BUS 126	67%	67%	66%	66%	70%	74%	51%	65%									66%
BUS 132	83%	69%	67%	73%													73%
BUS 136					85%	74%	72%	77%									77%
BUS 144					86%	69%	63%	72%									72%
BUS 210	78%	78%	87%	81%	77%	78%	81%	79%	86%	92%	79%	86%	87%	100%	92%	93%	85%
BUS 220	84%	84%	88%	85%	90%	89%	82%	87%									86%
ECON 101	61%	67%	73%	67%	73%	75%	81%	76%	85%	94%	93%	91%	72%	79%	84%	78%	78%
ECON 102	71%	71%	80%	74%	73%	78%	84%	78%		82%	90%	86%	94%	90%		92%	81%
Avg.	72%	70%	74%	72%	73%	76%	73%	74%	85%	90%	87%	88%	85%	90%	88%	87%	77%

### Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
BADM	200810	Fall	2007	BUS124	8	9	4					0	15	36	58.3%	58.3%
BADM	200820	Spr.	2008	BUS124	1	2	2					0	10	15	33.3%	33.3%
BADM	200910	Fall	2008	BUS124	5	7	1	3	1			0	12	29	44.8%	58.6%
BADM	200920	Spr.	2009	BUS124	11	6	5	5	3			0	14	44	50.0%	68.2%
BADM	201010	Fall	2009	BUS124	7	6	6		1			0	16	36	52.8%	55.6%
BADM	201020	Spr.	2010	BUS124	13	8	7	2	4			0	14	48	58.3%	70.8%
BADM	200810	Fall	2007	BUS126	13	14	13	7	9			0	28	84	47.6%	66.7%
BADM	200820	Spr.	2008	BUS126	7	12	18	8	15			0	26	86	43.0%	69.8%
BADM	200910	Fall	2008	BUS126	4	15	15	11	10			1	27	83	41.0%	67.5%
BADM	200920	Spr.	2009	BUS126	9	11	25	14	5			0	22	86	52.3%	74.4%
BADM	201010	Fall	2009	BUS126	6	8	20	6	17			0	30	87	39.1%	65.5%
BADM	201020	Spr.	2010	BUS126	4	11	16	8	6			0	44	89	34.8%	50.6%
BADM	200810	Fall	2007	BUS132	12	6	1		1			0	4	24	79.2%	83.3%
BADM	200910	Fall	2008	BUS132	10	8	1		1			0	9	29	65.5%	69.0%
BADM	201010	Fall	2009	BUS132	7	6	6	1	2			0	11	33	57.6%	66.7%



BADM	200820	Spr.	2008	BUS136	3	9	5	5	1			0	4	27	63.0%	85.2%
BADM	200920	Spr.	2009	BUS136	2	10	7		1			0	7	27	70.4%	74.1%
BADM	201020	Spr.	2010	BUS136	2	7	2	3	3			1	7	25	44.0%	72.0%
BADM	200820	Spr.	2008	BUS144	11	3	4					0	3	21	85.7%	85.7%
BADM	200920	Spr.	2009	BUS144	6	3	1		1			0	5	16	62.5%	68.8%
BADM	201020	Spr.	2010	BUS144	8	3	6	1	2			0	12	32	53.1%	62.5%
BADM	200730	Sum.	2007	BUS210	5	4	8	1				0	3	21	81.0%	85.7%
BADM	200810	Fall	2007	BUS210	9	20	29	18	4			0	22	102	56.9%	78.4%
BADM	200815	Win.	2008	BUS210	2	4	9	4	1			0	3	23	65.2%	87.0%
BADM	200820	Spr.	2008	BUS210	7	16	26	11	5			0	19	84	58.3%	77.4%
BADM	200830	Sum.	2008	BUS210	4	8	9		3			0	2	26	80.8%	92.3%
BADM	200910	Fall	2008	BUS210	8	17	44	10	7			1	25	112	61.6%	77.7%
BADM	200915	Win.	2009	BUS210	3	7	8	2				0		20	90.0%	100.0%
BADM	200920	Spr.	2009	BUS210	4	15	35	10	9			0	21	94	57.4%	77.7%
BADM	200930	Sum.	2009	BUS210	5	5	2		3			0	4	19	63.2%	78.9%
BADM	201010	Fall	2009	BUS210	4	24	36	18	16			0	15	113	56.6%	86.7%
BADM	201015	Win.	2010	BUS210	10	4	8					0	2	24	91.7%	91.7%

BADM	201020	Spr.	2010	BUS210	7	15	17	4	8			0	12	63	61.9%	81.0%
BADM	200810	Fall	2007	BUS220	6	12	15	3	1			0	7	44	75.0%	84.1%
BADM	200820	Spr.	2008	BUS220	6	10	22	2	5			0	5	50	76.0%	90.0%
BADM	200910	Fall	2008	BUS220	4	14	17	5	2			0	8	50	70.0%	84.0%
BADM	200920	Spr.	2009	BUS220	4	15	18	4				0	5	46	80.4%	89.1%
BADM	201010	Fall	2009	BUS220	4	5	6	5	1			0	3	24	62.5%	87.5%
BADM	201020	Spr.	2010	BUS220	7	15	12	6	7			0	10	57	59.6%	82.5%
BADM	200730	Sum.	2007	ECON101	5	8	18	1	1			0	6	39	79.5%	84.6%
BADM	200810	Fall	2007	ECON101	4	12	31	12	7			0	42	108	43.5%	61.1%
BADM	200815	Win.	2008	ECON101	3	3	6	1				0	5	18	66.7%	72.2%
BADM	200820	Spr.	2008	ECON101	7	12	35	12	8			0	28	102	52.9%	72.5%
BADM	200830	Sum.	2008	ECON101	5	9	13	4				0	2	33	81.8%	93.9%
BADM	200910	Fall	2008	ECON101	5	11	23	19	10			0	34	102	38.2%	66.7%
BADM	200915	Win.	2009	ECON101	5	1	6	7	3			0	6	28	42.9%	78.6%
BADM	200920	Spr.	2009	ECON101	12	21	33	10	5			0	27	108	61.1%	75.0%
BADM	200930	Sum.	2009	ECON101	6	12	18	2	2			0	3	43	83.7%	93.0%
BADM	201010	Fall	2009	ECON101	3	17	31	14	11			0	28	104	49.0%	73.1%

BADM	201015	Win.	2010	ECON101	6	6	12	2				0	5	31	77.4%	83.9%
BADM	201020	Spr.	2010	ECON101	6	22	26	13	4			0	17	88	61.4%	80.7%
BADM	200810	Fall	2007	ECON102	9	14	32	14	4			0	30	103	53.4%	70.9%
BADM	200815	Win.	2008	ECON102	1	7	7	2				0	1	18	83.3%	94.4%
BADM	200820	Spr.	2008	ECON102	5	17	33	10	5			0	26	96	57.3%	72.9%
BADM	200830	Sum.	2008	ECON102	7	6	11	1	3			0	6	34	70.6%	82.4%
BADM	200910	Fall	2008	ECON102	7	21	30	9	5			0	30	102	56.9%	70.6%
BADM	200915	Win.	2009	ECON102	3	5	14	4	1			0	3	30	73.3%	90.0%
BADM	200920	Spr.	2009	ECON102	7	15	35	16	6			0	22	101	56.4%	78.2%
BADM	200930	Sum.	2009	ECON102	6	5	21	5				0	4	41	78.0%	90.2%
BADM	201010	Fall	2009	ECON102	10	14	30	21	7			0	21	103	52.4%	79.6%
BADM	201020	Spr.	2010	ECON102	6	18	17	7	3			0	10	61	67.2%	83.6%

**Business Administration 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	
BUS 124	3.7	2.9	3.7	10.4	1.6	4.6	5.0	11.1									21.4
BUS 126	8.7	8.4	8.9	26.0	9.0	8.9	9.2	27.1									53.2
BUS 132	2.5	3.0	3.4	8.9													8.9
BUS 136					2.8	2.8	2.6	8.2									8.2
BUS 144					2.2	1.5	3.3	6.9									6.9
BUS 210	18.4	18.6	19.1	56.1	13.1	14.3	9.6	37.0	3.6	4.7	3.4	11.7	4.1	3.8	4.5	12.4	117.3
BUS 220	7.8	8.4	4.1	20.2	7.6	7.0	8.7	23.3									43.6
ECON 101	11.4	10.7	10.8	32.8	10.9	11.2	9.2	31.3	3.9	3.5	4.5	11.9	1.8	2.9	3.3	8.0	84.1
ECON 102	11.0	10.6	10.7	32.2	9.9	10.4	6.3	26.6		3.6	4.3	7.9	1.8	3.2		5.0	71.7
<b>Total</b>	<b>63.5</b>	<b>62.5</b>	<b>60.7</b>	<b>186.7</b>	<b>57.1</b>	<b>60.6</b>	<b>53.9</b>	<b>171.6</b>	<b>7.6</b>	<b>11.7</b>	<b>12.2</b>	<b>31.5</b>	<b>7.8</b>	<b>9.9</b>	<b>7.8</b>	<b>25.4</b>	<b>415.2</b>

**Business Administration 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	
BUS 124	0.20	0.20	0.20	0.60	0.20	0.40	0.40	1.00									1.60
BUS 126	0.60	0.60	0.60	1.80	0.60	0.60	0.60	1.80									3.60
BUS 132	0.20	0.20	0.20	0.60													0.60
BUS 136					0.20	0.20	0.20	0.60									0.60
BUS 144					0.20	0.20	0.20	0.60									0.60
BUS 210	1.33	1.33	1.33	4.00	1.00	1.00	0.67	2.67	0.33	0.33	0.33	1.00	0.33	0.33	0.33	1.00	8.67
BUS 220	0.67	0.67	0.33	1.67	0.67	0.67	0.67	2.00									3.67
ECON 101	0.60	0.60	0.60	1.80	0.60	0.60	0.60	1.80	0.20	0.20	0.20	0.60	0.20	0.20	0.20	0.60	4.80
ECON 102	0.60	0.60	0.60	1.80	0.60	0.60	0.60	1.80		0.20	0.20	0.40	0.20	0.20		0.40	4.40
Total	4.20	4.20	3.87	12.27	4.07	4.27	3.93	12.27	0.53	0.73	0.73	2.00	0.73	0.73	0.53	2.00	28.53

**Business Administration 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	
BUS 124	18.7	14.5	18.7	17.3	7.8	11.4	12.4	11.1									13.4
BUS 126	14.5	14.0	14.9	14.4	15.0	14.9	15.4	15.1									14.8
BUS 132	12.4	15.0	17.0	14.8													14.8
BUS 136					14.0	14.0	13.0	13.6									13.6
BUS 144					10.9	7.3	16.5	11.5									11.5
BUS 210	13.8	14.0	14.3	14.0	13.1	14.3	14.4	13.9	10.9	14.0	10.2	11.7	12.4	11.3	13.6	12.4	13.5
BUS 220	11.7	12.5	12.3	12.1	11.4	10.5	13.0	11.7									11.9
ECON 101	19.0	17.8	18.0	18.2	18.1	18.7	15.4	17.4	19.6	17.3	22.6	19.9	9.1	14.7	16.3	13.4	17.5
ECON 102	18.3	17.6	17.8	17.9	16.6	17.3	10.5	14.8		17.9	21.6	19.7	9.1	15.8		12.4	16.3
Avg.	15.1	14.9	15.7	15.2	14.0	14.2	13.7	14.0	14.2	16.0	16.7	15.8	10.6	13.5	14.6	12.7	14.6

# 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:

- |  |  |
|--|--|
| <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	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](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

<b>1. Course Number &amp; Date of Assessment Cycle Completion</b>	<b>Course:</b> BUS 126 <span style="float: right;"><b>Date:</b> June 4, 2010</span>
<b>2. People involved in summarizing and evaluating data</b>	Jeff Beckley and Craig Blek
<b>3. Data Results</b>  Briefly summarize the results of the data you collected.	<p><b>Outcome 1:</b> 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.</p>
<b>4. Course / Program Improvement</b>  Please describe what change(s) you plan to implement based on the above results.	<p>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</p> <p><b>**Will this include a change to the curriculum (i.e. course outline)? No</b></p>
<b>5. Next Year</b> 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	<p>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</p>

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SLO to student)? If so, how?	do are typically successful on the paper and those who don't are typically unsuccessful.
<b>6. After-Thoughts</b> 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

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):
Agricultural Business Management	Agricultural Business Management
Business Financial Services	Business Financial Services
Business Management	Business Management
Business Marketing	Business Marketing
	Business Retail Management

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	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
<b>Example</b>		
Outcome 1: Demonstrate an ability to productively work as a team member with people of diverse experiences and backgrounds by exchanging ideas and viewpoints with other team members to develop a united position for negotiating a solution to a common business problem in a negotiation scenario against members of another team and then successfully conclude the negotiation.	Negotiation Rubric	ISLO 1, ISLO 2, ISLO 3, ISLO 5
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](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

<b>1. Course Number &amp; Date of Assessment Cycle Completion</b>	<b>Course:</b> BUS 132 <span style="float: right;"><b>Date:</b> June 4, 2010</span>
<b>2. People involved in summarizing and evaluating data</b>	Jeff Beckley and Craig Blek
<b>3. Data Results</b>  Briefly summarize the results of the data you collected.	<p><b>Outcome 1:</b> The negotiation exercises were evaluated in five areas: (1) Task Focus and Participation, (2) Teamwork and Information Sharing, (3) Listening and Discussion, (4) Problem Solving, and (5) Negotiation Skills. There was one negotiation session and it occurred entirely online. Nineteen students took part in the online negotiation exercise. Fourteen of the nineteen students passed the negotiation exercise with a score of seventy percent above, resulting in an effective pass rate of seventy-four percent. Most (11) were outstanding or above average in all analyzed areas. The students who were less than outstanding were found to have lacked either a consistent focus on the task and/or lacked (or failed to utilize) problem-solving skills during the negotiating sessions. Instructors noticed that a common deficiency with the students who failed was significant problems with written communication in the English language.</p>
<b>4. Course / Program Improvement</b>  Please describe what change(s) you plan to implement based on the above results.	<p>Based on these results, and on student comments, I plan to continue to use this exercise in this class as an evaluation tool. This was the first time the course was taught online and also the first time the negotiation exercise was held online. I hope to develop additional negotiation exercises that can be performed online. I am currently engaged in such development. In Fall 2010, my plan is to have students perform one online negotiation exercise and then have the students come to campus for a face-to-face negotiation exercise. Or, in the alternative, have two online negotiation exercises to gauge the progression of students with respect to the negotiation concepts and determine if they are able to effectively apply lessons learned in the first negotiation exercise to the second negotiation exercise.</p> <p><b>**Will this include a change to the curriculum (i.e. course outline)? No</b></p>
<b>5. Next Year</b> 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?	<p>I believe the process was effective. As indicated above, I will continue to use this exercise as an assessment tool. The changes will involve adding an additional negotiation exercise as previously discussed. Besides these changes, I plan to develop and begin to implement at least two more Student Learning Outcomes for this course.</p>

**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) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person:

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
Business Administrative Assistant	Business Administrative Assistant
Business Retail Management	Business Retail Management
Business Management	Business Management
Business Marketing	Business Marketing

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	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., SLO1, SLO2)
Describe different employee attitudes and analyze the consequences of those attitudes on a business.	Exam	ISLO1, ISLO2, ISLO3, ISLO5
Explain the importance of interpersonal dynamics by applying the Gung Ho! approach	Oral Presentation Rubric	ISLO1, ISLO2, ISLO3, ISLO4, ISLO5
Apply human relations techniques in their workplace and personal lives.	Self Assessment Exercises	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](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

<p><b>1. Course Number &amp; Date of Assessment Cycle Completion</b></p>	<p><b>Course:</b> _____ <b>Date:</b> _____</p>
<p><b>2. People involved in summarizing and evaluating data</b></p>	
<p><b>3. Data Results</b></p> <p>Briefly summarize the results of the data you collected.</p>	<p><b>Outcome 1:</b> _____</p> <p><b>Outcome 2:</b> _____</p> <p><b>Outcome 3:</b> _____</p>
<p><b>4. Course / Program Improvement</b></p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p><b>**Will this include a change to the curriculum (i.e. course outline)?</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, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	
<p><b>6. After-Thoughts</b> Feel free to celebrate, vent, or otherwise discuss the process.</p>	



# IMPERIAL VALLEY COLLEGE

## Student Learning Outcomes (SLO) Assessment Cycle Form

Date: June 7, 2010  
 Department Name: Accounting

Course Number/Title or Program Title: BUS 220 Managerial Accounting

Contact Person/Others Involved in Process: Lead: Todd Hansink                      Others: Alison Brock; Tim London

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

Major(s):	Certificate(s):
Business Administration	n/a
Business Accounting Technician	Business Accounting Technician
Business Financial Services	Business Financial Services
Business Management	Business Management
Business Marketing	Business Marketing

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	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 rubric	ISLO1, ISLO2
Perform all the accounting for one week of transactions for the University Bookstore Practice Set (Simulation)	University Bookstore: Accounting Practice Set (Simulation)	SLO 1, SLO2, SLO4
Prepare journal entries for transactions using cost accounts	Laboratory Exercise	SLO1, SLO 2, SLO4
Use the scattergraph method of separating fixed and variable costs	Laboratory Exercise	SLO1, SLO 2, SLO4
Prepare a cash budget	Laboratory Exercise	SLO1, SLO2, 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; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

## The ASSESSMENT CYCLE: Closing the Assessment Loop

<b>1. Course Number &amp; Date of Assessment Cycle Completion</b>	<p style="text-align: center;"><b>Course: BUS 220</b> <span style="float: right;"><b>Date: 6-7-10</b></span></p>
<b>2. People involved in summarizing and evaluating data</b>	<p>Todd Hansink</p>
<b>3. Data Results</b>  Briefly summarize the results of the data you collected.	<p><b>Outcome 1:</b> Most common mistake was lack of agreement among numbers used on financial statements, balances of ledger accounts, and numbers used in the trial balance.</p> <p><b>Outcome 2:</b> The case was graded multiple times and returned to student for correction until everything balanced perfectly.</p> <p><b>Outcome 3: New</b></p>
<b>4. Course / Program Improvement</b>  Please describe what change(s) you plan to implement based on the above results.	<p>I have identified problematic areas of the case that might cause a student to waste time without actually learning. I provide check figures to avoid carry through errors and I look at any student's case to give pointers as they are working it, to catch errors early.</p> <p><b>**Will this include a change to the curriculum (i.e. course outline)? No</b></p>
<b>5. Next Year</b> 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?	<p>I liked having at least this one large assignment where I expect 100% perfection because future success is built on this foundation. I give the students as much time and feedback as they require to finish the job perfectly.</p>
<b>6. After-Thoughts</b> Feel free to celebrate, vent, or otherwise discuss the process.	<p style="text-align: right;">2/17/2011 2:31 PM</p>

# IMPERIAL VALLEY COLLEGE

## Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

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):
Business Administration	
Social Science	

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 checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning 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
Organize and prioritize costs and benefits of a given issue. Write an analysis using the available data.	Rubric	SLO 1, SLO 2

**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; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

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

<b>1. Course Number</b>	Econ 101
<b>2. People involved in summarizing and evaluating data</b>	Craig Blek / Jeff Beckley
<b>3. Data Results</b>  Briefly summarize the results of the data you collected.	Two one-page cost/benefit analysis papers were assigned in Fall 2009.  Of those turned in on assignment 1, 72/80 (90 %) received a 4 or better on the rubric on the first assignment.  Of those turned in on assignment 2, 67/71 (94 %) received a 4 or better on the rubric on the first assignment.  There was a small, but statistically relevant increase in scores from assignment 1 to assignment 2.
<b>4. Course / Program Improvement</b>  Please describe what change(s) you plan to implement based on the above results.	Absolutely none.  <b>**Will this include a change to the curriculum (i.e. course outline)? <u>No</u></b>
<b>5. Next Year (Optional)</b> 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. I see no reason for any changes at this time.
<b>6. After-Thoughts (optional)</b> Feel free to celebrate, vent, or otherwise discuss the process.	My mother always told me if you cannot say anything nice, don't say anything at all. While I do not always adhere to her advice, here it appears appropriate.  <div style="text-align: right;">2/17/2011 2:32 PM</div>

# IMPERIAL VALLEY COLLEGE

## Student Learning Outcomes (SLO) Identification Form & Assessment Cycle

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):
Business Administration	
Social Science	

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 checked="" type="checkbox"/> Social and Behavioral Sciences |
|--|---|

Student Learning 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
Organize and prioritize costs and benefits of a given issue. Write an analysis using the available data.	Writing Rubric	SLO 1, SLO 2

**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; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

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

<p><b>1. Course Number</b></p>	<p>Econ 102</p>
<p><b>2. People involved in summarizing and evaluating data</b></p>	<p>Craig Blek and Jeff Beckley</p>
<p><b>3. Data Results</b></p> <p>Briefly summarize the results of the data you collected.</p>	<p>Two one-page cost/benefit analysis papers were assigned in Fall 2009.</p> <p>Of those turned in on assignment 1, 46/50 (92 %) received a 4 or better on the rubric on the first assignment.</p> <p>Of those turned in on assignment 2, 45/45 (100 %) received a 4 or better on the rubric on the first assignment.</p> <p>There was a small, but statistically relevant increase in scores from assignment 1 to assignment 2.</p>
<p><b>4. Course / Program Improvement</b></p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>None at this time.</p> <p><b>**Will this include a change to the curriculum (i.e. course outline)? <u>No</u></b></p>
<p><b>5. Next Year (Optional)</b></p> <p>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?</p>	<p>Sure. No changes.</p>
<p><b>6. After-Thoughts (optional)</b></p> <p>Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p style="text-align: right;">2/17/2011 2:31 PM</p>

# 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:

- |  |  |
|--|--|
| <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	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](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

<b>1. Course Number &amp; Date of Assessment Cycle Completion</b>	<b>Course:</b> BUS 126 <span style="float: right;"><b>Date:</b> March 30, 2009</span>
<b>2. People involved in summarizing and evaluating data</b>	Jeff Beckley and Craig Blek
<b>3. Data Results</b>  Briefly summarize the results of the data you collected.	<p><b>Outcome 1:</b> 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.</p>
<b>4. Course / Program Improvement</b>  Please describe what change(s) you plan to implement based on the above results.	<p>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</p> <p><b>**Will this include a change to the curriculum (i.e. course outline)? No</b></p>
<b>5. Next Year</b> Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process,	<p>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</p>

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<p>strategy for providing SLO to student)? If so, how?</p>	<p>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.</p>
<p><b>6. After-Thoughts</b> Feel free to celebrate, vent, or otherwise discuss the process.</p>	

**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.



# IMPERIAL VALLEY COLLEGE

## Student Learning Outcomes (SLO) Assessment Cycle Form

Date: March 2009  
 Department Name: Business

Course Number/Title or Program Title: BUS 132 Business Management

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):
Agricultural Business Management	Agricultural Business Management
Business Financial Services	Business Financial Services
Business Management	Business Management
Business Marketing	Business Marketing
	Business Retail Management

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	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
<b>Example</b>		
Outcome 1: Demonstrate an ability to productively work as a team member with people of diverse experiences and backgrounds by exchanging ideas and viewpoints with other team members to develop a united position for negotiating a solution to a common business problem in a negotiation scenario against members of another team and then successfully conclude the negotiation.	Negotiation Rubric	ISLO 1, ISLO 2, ISLO 3, ISLO 5
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](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

<b>1. Course Number &amp; Date of Assessment Cycle Completion</b>	<b>Course:</b> BUS 132 <span style="float: right;"><b>Date:</b> March30, 2009</span>
<b>2. People involved in summarizing and evaluating data</b>	Jeff Beckley and Craig Blek
<b>3. Data Results</b>  Briefly summarize the results of the data you collected.	<p><b>Outcome 1:</b> The negotiation exercises were evaluated in five areas: (1) Task Focus and Participation, (2) Teamwork and Information Sharing, (3) Listening and Discussion, (4) Problem Solving, and (5) Negotiation Skills. The students' first and second negotiation sessions were compared for analysis. Twenty students took part in both sessions. For the first session, 18 of the twenty students passed the negotiation exercise. Most (14) were outstanding or above average in all analyzed areas. The students who were less than outstanding were found to have either lacked a consistent focus on the task and/or lacked (or failed to utilize) problem-solving skills during the negotiating sessions. Instructors noticed that the two students who failed had significant problems with oral communication in the English language. Nineteen students passed the second negotiation exercise. This time, all were outstanding or above average in all analyzed areas. Even the students who did well on both exercises performed better the second time around. The students apparently took the lessons learned from the first exercise and constructively applied them to the second exercise. The one student who failed the second exercise was not present during all negotiating sessions and, when present, was not engaged in the exercise.</p>
<b>4. Course / Program Improvement</b>  Please describe what change(s) you plan to implement based on the above results.	<p>Based on these results, and on student comments, I plan to continue to use these exercises in this class as an evaluation tool. However, next semester and in future semesters, this class will be taught online. Therefore, my task becomes developing negotiation exercises that can be performed online. I am currently engaged in such development. In Fall 2009, my plan is to have students perform one online negotiation exercise and then have the students come to campus for a face-to-face negotiation exercise. This will be my first online class, so I look forward to discovering whether or not this is a reasonable expectation for students in the online environment.</p> <p><b>**Will this include a change to the curriculum (i.e. course outline)? No</b></p>
<b>5. Next Year</b> 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	<p>I believe the process was effective. As indicated above, I will continue to use this exercise as an assessment tool. The changes will involve moving to the online environment as previously discussed. Besides these changes, I plan to develop and begin to implement at least two more Student Learning Outcomes for this course.</p>

so, how?	
<b>6. After-Thoughts</b> 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.

