**IMPERIAL VALLEY COLLEGE**

**Student Learning Outcomes (SLO) Assessment Cycle Form – Phase I**

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| Date: | 01/22/2010 |  |  |
| Department Name: | Public Safety Department |  |  |

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| Course Number/Title or Program Title: | AJ 123 Juvenile Control |

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| Contact Person/Others Involved in Process: | Lead: Bruce Marcuson Others: Obed Flores |

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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): | | | | |  | |  |  |  |  |
| Administration of Justice (A.S.) | Administration of Justice | | | | |  | |  |  |  |  |

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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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|  | | 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 | X | Social and Behavioral Sciences | | | |
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|  | **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: Examine the development of America’s Juvenile system from its inception to the present. Compare to another juvenile system around the world and how much effective that system is compared to that of the U.S. | | | | Examination | ISLO1, ISLO2, ISLO5 | | |
|  | Outcome 2: Categorize current juvenile problems and explain the juvenile system response to each the problems. | | | | Examination | ISLO2, ISLO4 | | |
|  | Outcome 3: Describe various crimes committed by and against juveniles | | | | Oral presentation identifying these components from the text, lecture and current event. | ISLO2, ISLO4 | | |
|  | Outcome 4: Explain how specific laws regulate the investigation, arrest, detention, and disposition of juvenile offender and victims. Identify how the juvenile offender is processed through the juvenile system | | | | Examination | ISLO1, ISLO2, ISLO3, ISLO4, ISLO5 | | |

**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

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| **1. Course Number & Date of Assessment Cycle Completion** | **Course: AJ 123** **Date: June 2, 2010**  **Juvenile Control** |
| **2. People involved in summarizing and evaluating data** | Bruce Marcuson and Obed Flores |
| **3. Data Results**  Briefly summarize the results of the data you collected.  **Grades**  *1st test* Mid-Term *3rdtest*  A 10 7 13  B 8 7 4  C 6 6 3  D 3 8 5  F 3 1 1 | **Outcome 1:** First test focused on the development of America’s Juvenile system. Please refer to grades of 1st test on chart.  **Outcome 2:** Mid-Term focused on current juvenile problems,601 & 602 Wic. and how the juvenile justice system deals with both categories of juvenile offenders.  **Outcome 3:** Third test focused on current crimes committed by juveniles. However, not until final test will this instructor be able to examine the crime committed against juveniles.  **Outcome 4:** The mid-term examination also focused on specific laws which regulate the investigation, arrest, detention, and deposition of juvenile offenders and victims.  **Outcome 5:** |
| **4. Course / Program Improvement**  Please describe what change(s) you plan to implement based on the above results. | I hope to bring different teaching methods to engage more students and their different techniques of learning. I.E. power point presentations and guest speakers  **\*\*Will this include a change to the curriculum (i.e. course outline)?**  Not at this time |
| **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? | I believe it was, however as previously indicated, with the addition of different teaching methods, students will have more options to learn, according to their learning needs. |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. | As a first-time instructor, I feel I will improve as I obtain more experience teaching. |

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**Student Learning Outcomes (SLO) Assessment Cycle Form – Phase II**

**The ASSESSMENT CYCLE: Closing the Assessment Loop**

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

1. Please list the course number. In case page 1 is separated from page 2, this will help with

organization. Please include the date that assessment cycle was fully completed.

1. To encourage collaboration and the sharing of ideas, each form must be completed by at least

two people. If you are the only one teaching the course, you are encourage to share your data

results and improvement methods with at least one other staff or faculty member. Please list

the names of all faculty, staff, and students who were involved in summarizing or evaluating

the data. These names may be the same or different than those on the original SLO ID form.

1. Your original data results, or your raw data, should be kept within your department for three

years. At this time you do not need to submit the raw data, but please keep it for future quality

control measures. Please summarize the data that you collected. You should include how well

students scored on the assessment. You might also include: how many instructors submitted

data(full-time, part-time); the type of data that was submitted (rubric scores, practical test

results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were

assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3,

or 4, for example, on the rubric.

1. This is an opportunity to have a rich discussion with others involved in education. Please

describe any changes that can be made based on the data. Changes might be made to class

activities, assignment instructions, topics taught in class, or the course outline of record, etc.

You might include when the changes will be implemented and, if a comparison is to be made,

when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please

answer the question.

1. This may provide an opportunity to discuss what went well and what could be improved.

If the SLO needs to be tweaked or more outcomes/assessments need to be included you might

want to do that now while the information is fresh. This may allow faculty to modify SLO(s)

for next year and be prepared to include them on next year’s syllabus.

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

When completed, please forward to SLO Coordinator and the designee in your department. Thanks.