**IMPERIAL VALLEY COLLEGE**

**Student Learning Outcomes (SLO) Assessment Cycle Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | June 4, 2010 |  |  |
| Department Name: | Office Administration |  |  |

|  |  |
| --- | --- |
| Course Number/Title or Program Title: | Bus 167 Business Calculations |

|  |  |
| --- | --- |
| Contact Person/Others Involved in Process: | Lead: Judy Santistevan Others: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| If course is part of a major(s), and/or certificate program(s), please list all below:  |  |  |  |  |
| Major(s): | Certificate(s): |  |  |  |  |  |
| Bus Accounting Technician | Bus Accounting Technician |  |  |  |  |  |
| Bus Administrative Assistant | Bus Administrative Assistant |  |  |  |  |  |
| Bus Office Technician | Bus Office Technician |  |  |  |  |  |

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

If yes, check which requirement(s) below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |   |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|   | American Institutions |  | Language and Rationality – English Composition |
|  | Health Education |  | Language and Rationality – Communication and Analytical Thinking |
|  | Physical Education / Activity |  | Natural Science |
|  | Math Competency |  | Humanities |
|  | Reading Competency |  | Social and Behavioral Sciences |
|  |  |  |  |
|  | **Student Learning Outcome** | **Assessment Tool**(e.g., exam, rubric, portfolio) | **Institutional Outcome\***(e.g., ISLO1, ISLO2) |
|  | **Example:** Identify, create, critique, and refute oral and written arguments. | Debate + Debate rubric | ISLO1, ISLO2 |
|  | Outcome 1: Demonstrate knowledge of basic math skills using the 10-key. | Progress Test  | ISO1, 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* *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

**IMPERIAL VALLEY COLLEGE**

|  |  |
| --- | --- |
| **1. Course Number & Date of Assessment Cycle Completion**  | **Course:** Bus 167 **Date:** Fall 2009 |
| **2. People involved in summarizing and evaluating data** | Judy Santistevan |
| **3. Data Results**Briefly summarize the results of the data you collected. | **Outcome 1:** A Unit Progress Exam was used to assess the basic math skills using the 10-key calculator. 23 took the Exam64% (14) = A Demonstrates outstanding basic math skills and calculator proficiency14% (3) = B Demonstrates better than average basic math skills and calculator proficiency22% (5) = C Demonstrates average basic math skills and calculator proficiency3% (1) = D Demonstrates limited math skills and calculator proficiency0% (0) = F Demonstrates very little or no basic math skills and calculator proficiencyOverall 99% of the students earned a “C” or better indicating average to outstanding basic math skills and calculator proficiency  |
| **4. Course / Program Improvement**Please describe what change(s) you plan to implement based on the above results. | Based on the above results, I don’t plan to make any changes.**\*\*Will this include a change to the curriculum (i.e. course outline)? No**  |
| **5. Next Year** Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how? | Yes, it indicated knowledge of basic math skills using a 10-key calculator.No, I don’t plan the assessment for next year. |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. |  |

Bus 167 Business Calculations

Calculator and Basic Math Rubric

90 – 100% = A Demonstrates outstanding basic math skills and calculator proficiency

80 – 89% = B Demonstrates better than average basic math skills and calculator proficiency

70 – 79% = C Demonstrates average basic math skills and calculator proficiency

60 – 69% = D Demonstrates limited math skills and calculator proficiency

59% and below = F Demonstrates very little or no basic math skills and calculator proficiency