**IMPERIAL VALLEY COLLEGE**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Department Name: | History |  |  |

|  |  |
| --- | --- |
| Course Number/Title or Program Title: | History/Latin American Studies 225 – Mexican American History |

|  |  |
| --- | --- |
| Contact Person/Others Involved in Process: | Lead: Lisa Solomon Others: |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Does course satisfy a community college GE requirement(s)?  | X | Yes  |  | 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 | X | 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 rubric | ISLO1, ISLO2 |
|  | Identify an issue, event or individual that is significant to Mexican-American history | Research paper rubric | ISLO1 |
|  | Present and critique information about that person, issue or event using primary and secondary sources | Research paper rubric | ISLO2, ISLO4 |
|  | Present the paper on time and in the proper format | Research paper rubric | ISLO3 |
|  |  |  |  |

**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

*6.11.2010 SLO Committee Rep./ Date:*

|  |  |
| --- | --- |
| **1. Course Number & Date of Assessment Cycle Completion**  | **Course:** HIST/LAS 225 **Date:** June 8, 2010Mexican American History |
| **2. People involved in summarizing and evaluating data** | Lisa Solomon |
| **3. Data Results**Briefly summarize the results of the data you collected. | **Outcome 1:** Of the 18 students enrolled, 16 had selected the topic of their paper by the specified deadline.**Outcome 2:** Over the course of the semester, the number of students who worked on their research paper and followed through with the required submissions continued to decline. At the same time, however, almost a third of the enrolled students dropped the course entirely. Of the 12 who remained by the due date for the research paper, only five had completed an outline, four submitted a list of sources, and one turned in a draft of the paper. Only two students (16.5% of the class) turned in the research paper. Of those, both earned a passing grade (one student earned an “A”, the other a low “C”)**Outcome 3:** Of the two students who submitted the paper, both were turned in on the due date and in the proper format. |
| **4. Course / Program Improvement**Please describe what change(s) you plan to implement based on the above results. | The Fall 2009 term was the first time this course had been offered, and it became obvious that a number of the students who enrolled did so without truly being prepared for a course at this level. Many were unable to keep up with the reading component for the class, which also was reflected in their inability to select and work with primary and secondary sources. Writing skills were also insufficient for several of the students; therefore, the prospect of writing a research paper with a minimum of six (6) pages was overwhelming.**\*\*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? | For the students who did at least some of the work (selection of topic, outline, review of sources, etc.) the process did help them learn more this aspect of history as well as the research process. For the students who completed the paper, their ability to critically select and present their information as well as the ability to offer their opinions and thoughts on the topic were clear.At this time, the assessment will not be changed. However, more time explaining the material, process, and follow-up will be included in the course. |
| **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.

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 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.